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A survey was taken of the audience of the Regents Educational Television Projects programs. Results indicated that "Time for Science" was the most popular television program, with "Tell Me a Story" in second place. Only 19% of the high schools used the programs compared to 45 percent of the elementary schools. Parochial schools made the greatest use of television, with most classes watching from two to five programs each week. Reasons for not using the programs included poor reception and lack of sets. Many sets were shared by 20 to 30 teachers, while almost one-third of the schools were without any sets. The high school bell schedule was considered an obstacle to viewing in the upper grades. It was suggested that program schedules be announced far enough in advance so that class schedules in high schools could be made to coincide; that programs be repeated during the day, afternoon, and early evening so homework assignments could be made; and that programs be filmed and distributed for use at the teacher's discretion.

In the schools where principals had some training in audiovisual techniques, greater use was made of the programs. "Teaching Reading" and "Science for Teachers" were the most popular offerings among teachers.

Part of the adult home-audience that viewed the classroom programs was child-oriented. Many adults used the programs to amuse preschool children and to keep up with what was happening in the schools; others used the programs for self-improvement and tended to follow-up by obtaining materials for self-education.

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utilization of the REGENTS EDUCATIONAL TELEVISION BROADCAST PROGRAMS

RESEARCH BY
THE BUREAU OF APPLIED SOCIAL RESEARCH
COLUMBIA UNIVERSITY

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UTILIZATION OF THE REGENTS EDUCATIONAL TELEVISION BROADCAST PROGRAMS

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We wish to thank the many superintendents of schools, public and private, who permitted us to survey their schools. We also wish to thank the many principals and teachers who donated their time and attention to this study, giving freely of their knowledge and experience.

FOREWORD

This research was conducted by the Bureau of Applied Social Research, Columbia University, under general contract with the New York State Education Department. The report is reproduced as it was submitted.

Funds for this research were made available to the Board of Regents of The University of the State of New York by a grant from the Ford Foundation.

To assist the reader, a summary of principal findings prepared by the Bureau of Applied Social Research appears on the following pages.

SUMMARY

Part I -- Questionnaires from Schools

Program Exposures

The report eastimates, for all the schools in the area, 1,400,000 program exposures during the week April 2-6, 1962. (This figure does not refer to number of pupils, because some pupils watch more than one program.) Science programs were the most popular, with 450,000 pupils watching. The most popular single program was "Time for Science," with 116,300 pupils watching. The second most popular program was "Tell Me a Story," with 95,100 pupils.

School Use

The Regents programs were used more widely in elementary schools than in high schools: 45 per cent of the elementary schools, compared to 19 per cent of the high schools (includes junior highs).

Almost all public elementary schools (89 per cent) in New York City used the Regents programs. In Jersey, the figure falls to 30 per cent, and in Connecticut, to 17 per cent.

Catholic schools in the Newark Archdiocese showed the greatest use of TV; nearly all schools used the programs, and most classes watched from 2 to 5 programs a week. Otherwise, Catholic schools in other locations used the programs less than public schools.

TV Reception

Some schools were handicapped by poor TV reception. This was particularly true in Connecticut, with 38 per cent of the schools reporting poor or no reception. In other locations, this figure ran from 5 to 10 percent.

TV Sets

Another reason for not having used TV was the lack of TV sets. Almost a third of the schools were without TV sets. And, among those with sets, many had only one which had to be shared by 20 to 30 teachers. Schools varied widely in the number of TV sets they had. Some school systems supplied them, others did not. In some communities, the PTA and other organizations have supplied sets. Among public elementary schools, 42 per cent received sets from the PTA or other organizations; 49 per cent received one or more sets from their system. Some schools, of course, received sets from both sources.

Source of Sets

Donations from PTA and others occurred in communities that are better off financially. Similarly, schools in better-off communities were more likely to get sets from their system, except in New York City, where the Board of Education supplied more sets to poorer schools; that is, to schools that had not received any gifts. But, looking at all the schools in the viewing area, in terms of sets and facilities, the "poorer" schools showed the least opportunity for using TV.

Viewing obstacles. Besides the lack of TV sets, the next biggest obstacle to watching the programs was the school bell schedule. In elementary schools, this was a minor problem, but it was found that the lunch bell cut the audience size in half for programs shown immediately before noon. Because high schools are departmentalized, major problems of scheduling prevent the use of the Regents programs. Many classes do not meet when their subject is being presented on TV. To overcome this drawback, principals suggested that:

1. Program schedules be announced far enough in advance that class schedules in the high schools could be made to coincide
2. Programs be repeated more times during the day and on successive days, and even offered after 3 p.m. and in the evening, so programs could be assigned as homework
3. Programs be put on film and distributed to the schools for use at the teacher's discretion

Principals and TV uses. It was also found that in the New York City elementary schools where principals had some training in audio-visual techniques (teaching aids), the schools made greater use of the programs. Outside the city, the principal's training showed no effect.

TV programs for teachers. Among the teacher training programs, **Teaching Reading** was the most popular in the New York City schools, with 85 per cent of the principals reporting that some teachers watched. Outside the city, in public elementary schools, **Science for Teachers** was the most popular; about one-fourth of the principals said some teachers watched. In schools where the principal had audio-visual training, teachers were more likely to have used the teacher training programs.

Part I -- Interviews With Teachers and Principals

Interviews were conducted in 206 elementary schools randomly selected from the public school systems of New York City and four nearby New York counties, and from the parochial schools of the Roman Catholic Archdiocese of Newark, the latter giving maximum encouragement to TV use on a system-wide basis. In the following pages, "parochial schools" refers to those in this system, "public schools" refers to those in New York City and four nearby counties, and "teachers" means those of the second and fifth grades.

How much is watched per class. In public schools, 60 per cent of the TV-using second-grade teachers had their classes watch only a single program, as did half of the fifth-grade teachers; most of the remaining second-grade teachers watched two programs; most of the remaining fifth-grade teachers watched two or three. In the parochial schools of the Archdiocese of Newark, most second-grade classes watched two programs, and most fifth-grade classes watched four or more; this is even more than can be accounted for by the unusually complete equipment of this system with TV sets.

What is watched. In the second grade, over half the public school classes watch only a science program, and one-quarter of the public school classes and almost all the Newark Archdiocesan classes watch science, plus "Tell Me a Story." In the fifth grade, watching patterns are much more diverse (especially in the public schools), but science is still the front-runner by a very wide margin.

Equipment. All or most sets are moved from classroom to classroom in one-third of the New York City schools and in half of those in the nearby counties. All or most sets are kept permanently in a special viewing room in another third of the New York City schools and in one-fifth of the suburban schools. In the Newark Archdiocesan system, 92 per cent of the schools have most sets permanently assigned to one classroom. In about half the public schools, two or more classes are pooled for watching; this happens in almost none of the Newark parochial schools. These practices reflect the differences in TV equipment — 96 per cent of the Newark parochial schools had a set for five teachers or fewer; most of the public schools only had a set for every 16 or more teachers.

Preparation and follow up. About 30 per cent of the teachers reported no preparation of their classes before viewing the TV programs; the rest ranged from announcements of topics via discussions of terms to the bringing in of materials by teachers or pupils. Follow-up work after the programs was both more prevalent and more diverse.

Irregular watching. About 30 per cent of the teachers interviewed in the public schools and 10 per cent in parochial schools had not watched their TV program regularly throughout the term. Of the teachers who had missed a showing "last week," 40 per cent gave as the reason that they had given up regular viewing altogether, mostly because of lack of facilities or their feeling that programs "added nothing," and the remainder had been prevented by circumstances peculiar to that week.

Nonviewing. Half of the interviewed teachers in nonwatching schools said they would use TV if it were up to them, and most of the remainder would do so provided certain conditions were met. The latter answer was also given by most nonwatching teachers in watching schools and by most principals of nonwatching schools. The most frequently demanded improvements in this connection were: Better facilities, or arrangements in the school; greater co-ordination of TV and school curriculums; and greater emphasis on certain subjects.

Desired changes in programs. All but one-quarter of the interviewed watching teachers, and all but 15 per cent of the principals of watching schools, offered suggestions for changes in programing — usually more than one — and these covered a great deal of ground. About 15 per cent of the teachers expressed concern with better communication or co-ordination between broadcasts and school; about 20 per cent wanted changes in the length and timing of programs; about 20 per cent wanted easier programs, and almost 15 per cent wanted harder ones. Other suggestions called for more visual work and less lecturing; more programs appropriate to the lower grades; more repetition, summary, or continuity; and a variety of other changes. Only about 5 per cent were concerned with changes in subjects to be covered or emphasized. More detailed suggestions referred to specific programs.

In-school obstacles. In the public schools, about 70 per cent of the watching teachers and 90 per cent of the principals of watching schools mentioned obstacles to the maximum usefulness of TV which could be handled by action within the school or the school system; about half of both the teachers and principals in the Newark Archdiocesan system made similar remarks. Most frequently mentioned was the inadequate provision of sets, followed by "inadequate room or spatial arrangements."

Inherent bad points of classroom TV. After considering possible program changes and shortcomings that could be remedied within the school or school system, there remain, in the judgment of about one-third of the interviewed teachers and principals, certain drawbacks inherent in classroom TV that, presumably, "nothing can be done about." The point most frequently mentioned is the lack of feedback in televised instruction. Rigidity of schedule is next. In addition, many felt that TV was useful only under certain specific conditions — for example, only for certain subjects, for certain kinds of pupils, or with certain kinds of teachers.

Inherent good points of classroom TV. Of the inherent assets of TV as a classroom medium (as opposed to features associated with the particular content of what has been put on the air), the most frequently named was TV's ability to overcome physical limitations of the classroom by making possible the use of expensive equipment, the exhibition of involved demonstrations, access to scenes in distant places, and so on. Close seconds were: The TV screen can expose the pupil to more expert teachers; the TV experience is likely to be dramatic and motivating. Some comments referred to what TV does for the teacher, rather than directly for the pupils: It breaks up the day for the teacher, provides hints about teaching procedure, or enriches teachers' knowledge.

Part III -- Interviews With Adult Viewers

The adult home audience of the classroom programs is tiny when considered on a percentage basis. About two out of every 1,000 households were tuned in to the morning programs, nine per 1,000 to "Fun at One," and four per 1,000 to the afternoon programs from 1:30 to 3:30, during January 1962, according to one of the rating services (Pulse, Inc.). This would amount to from 9,000 morning watchers to 45,000 "Fun at One" watchers out of the 4,500,000 TV homes in the 18 counties covered by the rating service.

Information obtained from the American Research Bureau on a sample of 1,400 families disclosed 46 adults who watched Regents broadcasts sometime during the month of January 1962, for a **cumulative** 1- month audience of 4 per cent. About half of these adults usually watched along with one or more children. In another 6 per cent of the homes, only children watched.

Interviews with 38 of these 46 adults disclosed that they were mainly regular viewers; 83 per cent said they watched at least twice a week, on the average. Ninety-eight per cent were women, mainly those with small children. Half had no college education, and only one-sixth were college graduates. They were quite "home-bound" -- half reported they got out to visit friends and relatives "hardly at all." Most of them were using "Fun at One" to amuse their children; 72 per cent said it was their favorite Regents program; and 37 per cent watched only "Fun at One." However, even among the "Fun at One" fans, half had watched other programs at some time. "Fun at One" accounted for 40 per cent of all programs mentioned; language programs 25 per cent; mathematics or science 22 per cent and the other 13 percent were scattered types.

An intensive study of 184 quite highly interested home viewers (who had written letters or postcards to the station) disclosed that this group was much more interested in languages and science and less devoted to "Fun at One." Half of this group were college graduates.

About half of both groups belonged to school or civic organizations. A majority said they watched partly to "keep abreast of what the boys and girls are learning;" the broadcasts thus serve as a window into the school for these mothers. More than 80 per cent felt that the programs had high instructional value for children in school.

It seems that part of the home-audience is "child-oriented" and uses the programs to amuse preschool children and to help keep up with what is going on in the schools while another part uses the programs for self-improvement and tends to follow up by obtaining materials for self-education.

INTRODUCTION

This volume consolidates findings contained in reports submitted to the Regents Educational Television Project by the Bureau of Applied Social Research of Columbia University in August, November, and December 1962, based on data collected in April, May, and June of 1962.

In February 1962, the Regents Educational Television Project invited the Bueau of Applied Social Research of Columbia University to undertake a systematic survey of the audience of its classroom programs. The survey had five broad goals [1]:

1. To determine the size of the classroom audience for each program
2. To determine some of the differentiating characteristics of schools that made heavy, light, or no use of the program
3. To ascertain some of the circumstances and reasons associated with the use of TV in a school, with the choice of particular programs for a class, and with any irregularity in viewing
4. To draw on the experience and judgment of teachers and principals for a systematic account of their comments, evaluations, criticisms, and suggestions concerning the Regents programs as well as concerning classroom TV in general
5. To derive a measure of the character and program interest of the adult home audience of these programs

To accomplish the first two of these goals, a questionnaire was mailed to all elementary and high schools, both public and private, in 32 counties of the channel 11 viewing area. The results are reported in part I of this volume.

To accomplish the third and fourth goals, interviews were held with principals, teachers, and TV co-ordinators in 206 elementary schools in selected locations within the channel 11 viewing area. The results are reported in Part II of this volume.

To accomplish the fifth goal, interviews were conducted by telephone with a sample of home viewers. The results are reported in part III of this volume.

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[1] Summarized by the Bureau of Applied Social Research of Columbia University from wording in the original contract.

PART I

Questionnaires from schools
in the
channel 11 viewing area

by

Kenneth J. Lenihan

CHAPTER I

Outline and Data Collection for Part I

Outline

This chapter discusses the mode of data collection and the return rate achieved with the mail questionnaire which forms the basis of part I of this report. (Corresponding information concerning the personal interviews utilized in part II will be found in the introduction to part II.)

In chapter 2, we report on the audience size, school enrollment, and the number of TV sets in the schools. We also report on the proportion of schools without adequate TV reception. More elaborate figures on the audience size for each program will be found in appendix B.

In chapters 3 through 7, we attempt to account for the great variation from school to school in the use of the programs. Often, critics of classroom television do this in terms of the quality of the programs. No doubt, as the programs improve, their total audience will increase; but, since the programs are the same for all schools, quality will not explain variation in use. Here, at any rate, we focus not on the programs but on the receivers of the programs — the schools, the principals, the teachers, and the pupils.

There are, of course, many factors that affect the use of television in the classroom; we could obtain information on only a few. To get a sufficient return, we had to use a short questionnaire — one that would be quick and easy to fill out by principals who are already overburdened with other reports and surveys.[2]

Data Collection

The questionnaire data were obtained through a survey of principals in all elementary and high schools, public and private alike, in 32 counties[3] of New York, New Jersey, and Connecticut — in all, more than 5,600 schools. These 32 counties make up most of the channel 11 viewing area. (Five counties in Pennsylvania, the remaining part of the channel 11 viewing area, were not included.)

In the questionnaire, we asked the principals to report the number of pupils watching each program offered by the Regents Project during the week of April 2 - 6. This week was chosen mainly to avoid midterm examinations, Easter vacation, and special events, such as Colonel Glenn's orbital flight. As far as we know, nothing unusual happened that week to increase or decrease the number normally watching television in the schools.

Response Rate

Of the 5,600 schools in the three-State viewing area, 58 per cent filled out and returned the questionnaire, a relatively high return rate for a mail questionnaire.

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[2] The mail questionnaire is reproduced as appendix C.

[3] New York, Kings, Queens, Bronx, Richmond, Nassau, Suffolk, Westchester, Putnam, Dutchess, Rockland, Orange, Ulster, Sullivan, Ocean, Monmouth, Mercer, Middlesex, Somerset, Hunterdon, Union, Morris, Passaic, Bergen, Hudson, Essex, Sussex, Warren, Fairfield, Litchfield, New Haven, Middlesex

There was, of course, variation in the rate of response according to **location** and **type of school**. These rates of response are shown in table 1 according to four major locations: New York City, other New York State counties, Connecticut, and New Jersey. Within each location, the rate is shown separately for public and private schools, both elementary and secondary.

Among the public schools, New York City shows the highest return rate, with other New York State schools next. There is no consistent difference, however, between the elementary and high schools; in some locations, the elementary schools show a higher response rate; in others, the high schools do. The same is true when comparing the response rates of the public schools with private schools.

Nonrespondents

In order to estimate the total school audience in the 32 counties, we checked the nonresponding schools to see if they were different from those that did respond -- different, at least, in regard to watching television. We did this by sending a second questionnaire to a sample of 238 nonresponding schools. This time, with a shorter questionnaire, 70 per cent responded; from the rest, we obtained the needed information by telephone, thus getting 100 per cent return for our sample. By comparing the two groups of schools — those that responded to the first questionnaire with the nonrespondent sample of 238 schools — we have some basis for estimating the total audience. Our conclusion is that the nonrespondents watch as often as the respondents. Thus the estimates in this report are projections on the basis of the schools that responded to the first questionnaire.[4]

---

[4] See appendix A for the comparisons between responding and nonresponding schools. See appendix B for the method used in estimating the size of audience.

TABLE 1

NUMBER AND PERCENT OF SCHOOLS RETURNING QUESTIONNAIRES, BY LOCATION AND SCHOOL TYPOLOGY [1]

	Number of Schools Receiving Questionnaires	Number of Schools Returning Questionnaires	Per Cent Returned
NEW YORK CITY			
Public Elementary	638	459	71.9
Public Secondary	196	154	78.6
Private Elementary	542	240	44.3
Private Secondary	134	74	55.2
OTHER NEW YORK STATE COUNTIES			
Public Elementary	674	445	66.0
Public Secondary	248	171	69.0
Private Elementary	336	171	50.9
Private Secondary	56	45	80.4
NEW JERSEY			
Public Elementary	1,233	640	51.9
Public Secondary	292	182	62.3
Private Elementary	449	292	65.0
Private Secondary	106	59	55.7
CONNECTICUT			
Public Elementary	460	209	45.4
Public Secondary	118	63	53.4
Private Elementary	127	69	54.3
Private Secondary	53	22	41.5
TOTALS	5,662	3,295	58.2

---

[1] Secondary includes Junior High Schools.

CHAPTER 2

Audience Size, TV Sets and TV Reception

For the week April 2-6, 1962, we estimated a total of 1,385,000 "program exposures" for all schools in the 32 counties of the channel 11 viewing area.[5] By a "program exposure," we mean one 20-minute program seen by one pupil; if a pupil saw two programs in 1 week, or two pupils saw one program, either case would count as two program exposures. Because many pupils see more than one lesson per week, this figure does not refer to the **number of pupils.**

Of the 1,385,000 program exposures estimated for 1 week, the public elementary schools in New York City with 424,000 contributed roughly 30 per cent to this total. The private schools (mainly Roman Catholic) in four counties of New Jersey (Bergen, Hudson, Essex, and Union) contributed **more;** with 435,000 program exposures, they made up roughly 38 per cent of the total.

Table 2 shows the program exposures, enrollment, and TV sets in four locations, by level and affiliation. (For a further breakdown of the total program exposures, county by county, by type of school, see appendix B.)

Elementary schools made far greater use of the programs than the high schools; the public schools more than the private (except in the four counties in New Jersey); and the New York schools more than the New Jersey or Connecticut schools. Comparing the audiences in different locations should be done cautiously since the school populations differ widely. Furthermore, the quality of reception and whether schools have sets limit the potential audience. We discuss these two factors later in this chapter.

Program Audiences[6]

"Time for Science" and "Tell Me a Story" drew the largest audiences, 116,472 and 95,927 pupils, respectively. Both programs were intended for the primary grades and both had the advantage of being repeated at a later time during the day.

As to subject area, the science programs as a group drew the largest audience, over 450,000 pupils a week. This relatively high number was made up mainly of the audiences of six science programs for elementary grades — each program drew over 75,000 pupils. The two science programs for high schools, however, had relatively small audiences: "New Frontiers in Science," with 2,008, and "Atomic Age Physics," with fewer than 500 (on any one day).

The total audience of the four mathematics programs was over 75,000 pupils. As already shown with science, mathematics programs for the high schools had relatively small audiences: "Modern Mathematics," with 11,984, and "Honor Mathematics," with 805. This latter program had a small potential audience to begin with because it was intended only for pupils with special abilities in mathematics.

---

[5] See appendix B for a description of how this estimate and others were made.

[6] In speaking of the audience for single programs or specific subject areas, we can refer to the number of pupils. With single programs, it is unlikely that pupils would watch the same program twice; in subject areas, it is unlifely that pupils would watch more than one program because each program is intended for a different grade level.

TABLE 2

PROGRAM EXPOSURES, TV SETS, AND ENROLLMENT

	Program Exposures	Enrollment[1]	TV Sets[2]
PUBLIC			
New York City - Elementary	424,304	560,717	1,313
High[3]	16,865	443,538	405
	441,169	1,004,255	1,718
Other N.Y. State Counties			
Elementary	171,925	471,354	1,459
High	5,327	286,417	557
	177,252	757,771	2,016
TOTAL, ALL NEW YORK STATE COUNTIES	618,421	1,762,026	3,734
New Jersey - Elementary	92,290	590,542	1,052
High	1,222	266,646	231
	93,512	857,188	1,283
Connecticut - Elementary	28,887	222,752	278
High	96	108,713	94
	28,983	331,465	372
PRIVATE			
New York City - Elementary	54,452	293,824	605
High	1,531	68,395	94
	55,983	362,219	699
Other N.Y. State Counties			
Elementary	44,696	127,243	128
High	579	18,825	43
	45,275	146,068	171
TOTAL, ALL NEW YORK STATE COUNTIES	101,258	508,287	870
New Jersey - Elementary	537,717	224,838	2,083
High	781	45,974	136
	538,498	270,812	2,219
Connecticut - Elementary	4,480	47,380	33
High	--	62,153	24
	4,480	109,533	57

---

[1] The enrollment figures for public schools in all New York State counties are taken from Enrollment, Staff and Schoolhousing, The University of the State of New York, The State Education Department, March 1962. The enrollment figures for private schools in all New York State counties are for Catholic schools only. These figures are based on the school directories for each diocese. The enrollment figures for New Jersey and Connecticut, both public and private, are projections based on schools that returned the questionnaire.

[2] The number of TV sets are projections based on reports from schools that returned the questionnaire. For a comparison between responding schools and nonrespondents, see appendix A.

[3] In this table as well as others that follow in this chapter, high schools refer to both junior and senior highs.

The foreign language programs had an audience of over 70,000 pupils. Of the two introductory courses, Spanish was the favorite over French. "Dimelo en Espanol," intended for advanced instruction in the elementary grades, had an audience of 4,093.

So much for specific audiences. The number of pupils watching each program is shown in appendix B. Depending upon his special interest, the reader can make further comparisons among subjects and subject areas. In doing so, however, he should keep in mind that the number of programs offered in each subject area differs, that some programs have repeat showings, and that others are intended specifically for small audiences ("Honor Mathematics," for example).

The Schools

Of the 3,295 schools responding to the questionnaire, 39 per cent were using at least one program during the week April 2 - 6. Table 3 shows the number and per cent of schools which used the programs, by location, level, and affiliation.

In New York City, nearly all (89 per cent) public elementary schools use the programs; in contrast, none of the private high schools in Connecticut uses them. Table 3 plainly shows that the elementary schools are, by far, more likely to have used the programs than the high schools. Also, proportionately more public schools than private use the programs, except in New Jersey — where, for both elementary and high schools, private schools used the programs more than did public.

"Use" varied widely by location; in Connecticut and New Jersey, proportionately fewer schools used the programs than in New York City and other New York State counties. In part, this difference was tied to poor reception of channel 11 — to a large extent in Connecticut; to a small extent in New Jersey. This can be seen in table 4, which shows for each location the per cent of schools with poor or no reception. Clearly, the Connecticut schools were handicapped, with 38 per cent reporting inadequate reception.

Besides adequate reception, to watch the programs, a school obviously needs a television set. Overall, 68 per cent of the schools have sets. As could be expected, the per cent of schools with sets is highest in locations where "watching" is highest. Table 5 shows, for each location, the per cent of schools with television sets.

When we look at schools in terms of "watching" and "sets," they can be divided as follows:

32 per cent without sets;

29 per cent have sets but do not watch the Regents programs;

39 per cent have sets and watch the programs.

The proportion of schools with sets, of course, changes every year. Before the Regents programs began, only 17 per cent of the schools had television sets. Since then, 50 per cent acquired their first one. Apparently, most sets came in response to the Regents offerings.

TABLE 3

NUMBER AND PERCENT OF SCHOOLS USING ONE OR MORE REGENTS PROGRAMS BY LOCATION AND SCHOOL TYPOLOGY

	ELEMENTARY		SECONDARY	
NEW YORK CITY				
Public	89%	(410)	57%	(88)
Private	24%	(58)	5%	(4)
OTHER NEW YORK STATE COUNTIES				
Public	61%	(272)	19%	(33)
Private	24%	(41)	13%	(6)
NEW JERSEY				
Public	30%	(191)	4%	(8)
Private	47%	(136)	7%	(4)
CONNECTICUT				
Public	17%	(35)	2%	(1)
Private	6%	(4)	-	-
TOTALS	45%	(1147)	19%	(144)

TABLE 4

PERCENT OF SCHOOLS WITH POOR OR NO RECEPTION, BY LOCATION [1]

All Schools		New York City		Other New York State		New Jersey		Connecticut	
10	(235)	5	(23)	7	(28)	9	(46)	38	(49)

TABLE 5

PERCENT OF SCHOOLS WITH ONE OR MORE TELEVISION SETS, BY LOCATION

All Schools	New York City	Other New York State	New Jersey	Connecticut
68	83	75	61	33

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[1] "No answers" not included.

(Numbers in parentheses are number of cases)

In the questionnaire, we asked the principal if he expected to acquire a set in the coming year. Of those without a set now, 20 per cent said "yes"; another 40 per cent were undecided; the remaining 40 per cent thought they would not. Not all expectations, of course, will be fulfilled; some schools that expect sets will not get them, and some schools that do not expect them will get them. Nevertheless, a fair estimate would be that roughly 20 per cent of the schools without sets now will get their first one in the coming year, thus raising the potential school audience to 75 per cent of all schools.

CHAPTER 3

Available TV Sets and Use of TV

In this chapter we examine the relationship of the number of available television sets to the amount of use schools make of the Regents programs. First, we look at the number of sets in the schools; next, we show the number of teachers who must share each set; finally, we see how viewing opportunities — the number of teachers per set — are related to how much each school uses the Regents programs. Once this is done, we can get a rough idea of the relationship of the policy of the school system to how much the programs are watched.

Roughly 72 per cent of all public elementary schools in the channel 11 viewing area have television sets. Table 6 shows the number of sets in the schools according to four locations.

In New York City, almost all schools (98 per cent) have at least one television set; the few schools without them are new schools which have not received their first set. Next in coverage are the "Other New York State" schools: 82 per cent have at least one television set. In New Jersey, 59 per cent and in Connecticut 31 per cent of the schools have at least one set. Besides coverage, this table also shows that most schools with sets are likely to have **only one or two**. The proportion of schools with **three or more** sets is roughly:

In New York City, 1 in 5
In other New York State counties, 1 in 4
In New Jersey and Connecticut, 1 in 20

Although New York City has the smallest proportion of schools without any set, other New York State counties have the highest proportion of schools with three sets or more.

Teacher-Set Ratio

The number of sets in the school, however, is not the only important factor in the viewing opportunity; the size of the school makes a difference, too, because that determines the number of teachers who have to share each set. Obviously, in a school with one set and 10 teachers, the opportunity for use will be better than in a school with one set and 30 teachers. To provide a measure of viewing opportunity, we have classified all schools by the number of teachers who must share each set. We call this measure the teacher-set ratio. It is calculated by dividing the number of teachers by the number of sets in the school. Table 7 shows the teacher-set ratios for the public elementary schools in three locations. (To simplify the table, we have put the Connecticut and New Jersey schools in one group.)

Using this measure of teacher-set ratio, we see that the other New York State schools are better equipped than the New York City schools. This is a consequence of two things: (1) more sets and (2) smaller schools outside New York City. Our purpose in constructing the teacher-set ratio is to see how this measure is related to (1) **whether** a school watches and (2) **how much** it watches.

TABLE 6

PERCENT OF PUBLIC ELEMENTARY SCHOOLS WITH TELEVISION SETS, ACCORDING TO FOUR LOCATIONS

Number of Sets	All Locations		New York City		Other New York State Counties		New Jersey		Connecticut	
None	28		2		19		40		69	
One	35		36		32		43		18	
Two	21	72	40	98	22	82	12	59	7	31
Three or more sets	15		22		28		4		6	
Total	100		100		100		100		100	
Total number of cases	(1,750)		(459)		(443)		(640)		(208)	

TABLE 7

TEACHER-SET RATIOS FOR THE PUBLIC ELEMENTARY SCHOOLS, ACCORDING TO THREE LOCATIONS

	All Locations	New York City	Other New York State Counties	New Jersey Connecticut
One set for:				
5 teachers or less	7%	2%	14%	6%
6-10 teachers	15	17	23	9
11-15 teachers	19	24	17	19
16-20 teachers	12	18	10	9
21-30 teachers	8	15	8	5
31 teachers or more	9	23	7	4
No set [1]	30	2	21	49
Total	100%	100%	100%	100%
Total number of cases	(1,624)	(406)	(402)	(818)

---

[1] Total frequencies and percentages in the "no set" row differ slightly from those given in table 6 because schools which gave insufficient information about the number of teachers are omitted from table 7.

TABLE 8

WATCHING SCORES OF PUBLIC ELEMENTARY SCHOOLS WITH SETS, IN THREE LOCATIONS

Watching Scores	New York City		Other New York State Counties		New Jersey Connecticut	
No watching	9%		25%		50%	
Under .16	7	34%	9	38%	7	28%
.16 - .29	8		11		7	
.30 - .43	8		10		8	
.44 - .57	11		8		6	
.58 - .73	13	56%	8	37%	5	22%
.74 - .91	14		7		7	
.92 - 1.19	12		9		4	
1.20 - 1.75	12		9		4	
1.76 or more	5		4		2	
Total	100%		100%		100%	
Total number of cases	(448)		(362)		(451)	

Watching Score

Our next measure is the "watching score," which tells how much each school uses the Regents programs. This measure is based on the number of program exposures[7] reported for one week, divided by the number of pupils in the school. For example, if a school reported 500 exposures and an enrollment of 1,000, we gave it a score of .5. Table 8 shows the watching scores for the public elementary school in three locations.

The array of watching scores shows that New York City schools are not only more likely to use TV, but they also are likely to watch more programs than TV-using schools elsewhere. The same is true for the other New York State schools when compared with New Jersey and Connecticut.

Now we are ready to see how these two measures — the teacher-set ratio and the watching score — are related. For convenience, table 9 groups the schools into three categories, schools with:

1. One set for 10 teachers or less
2. One set for 11 to 20 teachers
3. One set for 21 teachers or more

Similarly, we group the schools into three categories according to their watching scores:

1. Schools that did not watch TV at all during the test week
2. Schools with a watching score between .01 and .57, which we call "low"
3. Schools with a score of more than .57, which we call "high"

Please note that schools rated as "high" and "low" are simply those with above-average and below-average watching scores, respectively. (The average watching score for all public elementary schools that watch at all is .57.) These designations should not be interpreted to imply any value judgment.

Table 9 shows that, in all locations, schools with better viewing opportunities — fewer teachers per set -- are more likely to watch some programs. Even when only watching schools are considered, schools with better viewing opportunities are more likely to have above-average scores (more than .57). These differences are large, and they show up in all three locations. Besides showing the relationship between viewing opportunity and watching score, this table reflects at least in a rough way the effects of system policy. System support for the Regents programs is, of course, reflected in the number of sets supplied to each school. But, when we standardize schools by the teacher-set ratio, we see that there is more to it — not simply providing a better opportunity to watch.

This can be seen by comparing the per cent with high watching scores under any one column of table 9. Under the heading: "One set for 10 teachers or less," it is 78 per cent in New York City; in other New York State counties, 55 per cent;

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[7] See chapter 2 for the definition of program exposure.

TABLE 9

RELATIONSHIP BETWEEN TEACHER-SET RATIO AND WATCHING SCORE AMONG PUBLIC ELEMENTARY SCHOOLS WITH SETS, IN THREE LOCATIONS

	Teacher-Set Ratio		
WATCHING SCORES	one set for 10 teachers or less	one set for 11-20 teachers	one set for 21 teachers or more
NEW YORK CITY			
No watching	3%	10%	15%
Low (.01 to .57)	19	23	51
High (more than .57)	78	67	34
	100%	100%	100%
Total number of cases	(78)	(167)	(152)
OTHER NEW YORK STATE COUNTIES			
No watching	13%	31%	41%
Low (.01 to .57)	32	41	48
High (more than .57)	55	29	12
	100%	100%	100%
Total number of cases	(149)	(108)	(61)
NEW JERSEY AND CONNECTICUT			
No watching	38%	50%	73%
Low (.01 to .57)	28	33	16
High (more than .57)	34	18	11
	100%	100%	100%
Total number of cases	(122)	(227)	(70)

in Connecticut and New Jersey, 34 per cent. The same relationship holds for each of the other teacher-set ratios. In fact, classification by location explains as much variation in watching scores as the teacher-set ratio. Admittedly, these location classifications do not refer to single school systems, except for New York City. Nonetheless, we can say that, as a group, school systems in the other New York State counties support the Regents programs less than the New York City system, and systems in Connecticut and New Jersey even less.

While some of this variation may be due to poor TV reception in the outlying districts, the policy of the school systems seems to be as important as the viewing opportunities.[8]

Now, to return to viewing opportunity, and what it means to the teacher. Since very few schools have a set in each classroom, two procedures are open to the teachers: (1) move the pupils to the set, usually located in the audio-visual room or auditorium; or (2) move the set to the pupils in their regular classroom.[9] Neither alternative is popular with the teachers.

Pupils Move to the Set

In a Staten Island school with one set for 1,200 pupils, a teacher commented:

> " [watching the Regents programs is] just not worth all the upset to walk what amounts to a city block to the auditorium for 20 minutes. Also, the auditorium was in use many times with play rehearsals, etc. It has also been used as a classroom — we're very crowded this year. We need sets, one in each class, or at least one in each grade."

This teacher was explaining why she had given up, after having tried the programs for a while. Not every teacher, of course, has to walk a city block; some teachers, not mentioning distance, complained about climbing stairs. Even where it was not a matter of distance or stairs, teachers still complained about disrupting the rhythm of the class by marching the children off to the auditorium or TV room.

Besides physical inconveniences, there are other drawbacks to watching in an auditorium: the holiday or special atmosphere created when classes are brought together. Here is how one fifth grade teacher in Brooklyn felt about it:

> "We watch in the auditorium — personally I like it when one class watches at a time —mine [my class] sit quietly but not so when another group comes in. Then, TV becomes a waste of time."

When classes move to an auditorium or TV room, there is a further problem of missing certain parts of the program. This happens when classes watch programs that are shown back to back. By the time one class has left the auditorium and another class is seated, an important part of the program is missed. A principal in the Bronx, faced with this problem, suggested:

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[8] Cf. in this connection the interview results reported in part II, chapter 8, section a.

[9] Details on these procedures are reported in part II, chapter 9, section a.

> "In scheduling future programs, would it be possible to arrange for 5-minute intervals between programs, in order to allow time for different classes to leave and enter the TV room without missing parts of the programs."

Sets Move to the Pupils

In some schools, the sets are moved from classroom to classroom. One of our interviewers had the following exchange with a second grade teacher in Westchester:

> (Why haven't you used the programs this year?)
>
> We have one TV on the second floor; you have to roll it down and back. By the time I go through that, it's hardly worthwhile.
>
> (Are there any circumstances under which you would like to use TV in the classroom?)
>
> If the TV set were readily accessible, yes.
>
> (Who decided that your class should not use TV this term?)
>
> Actually it was not a decision. It just sort of happened that way. I had nothing against it. It was just sort of an effort to roll the set down to the classroom. I think if I had a TV set in the room we would have watched.
>
> (Some classes on your grade level are watching TV this term. Why are they watching, while your class is not?)
>
> She (the other teacher) has a TV in her room.

We heard a long list of complaints from the teachers because of few sets in the schools. We might sum up the despair they felt by what an assistant principal in Brooklyn said:

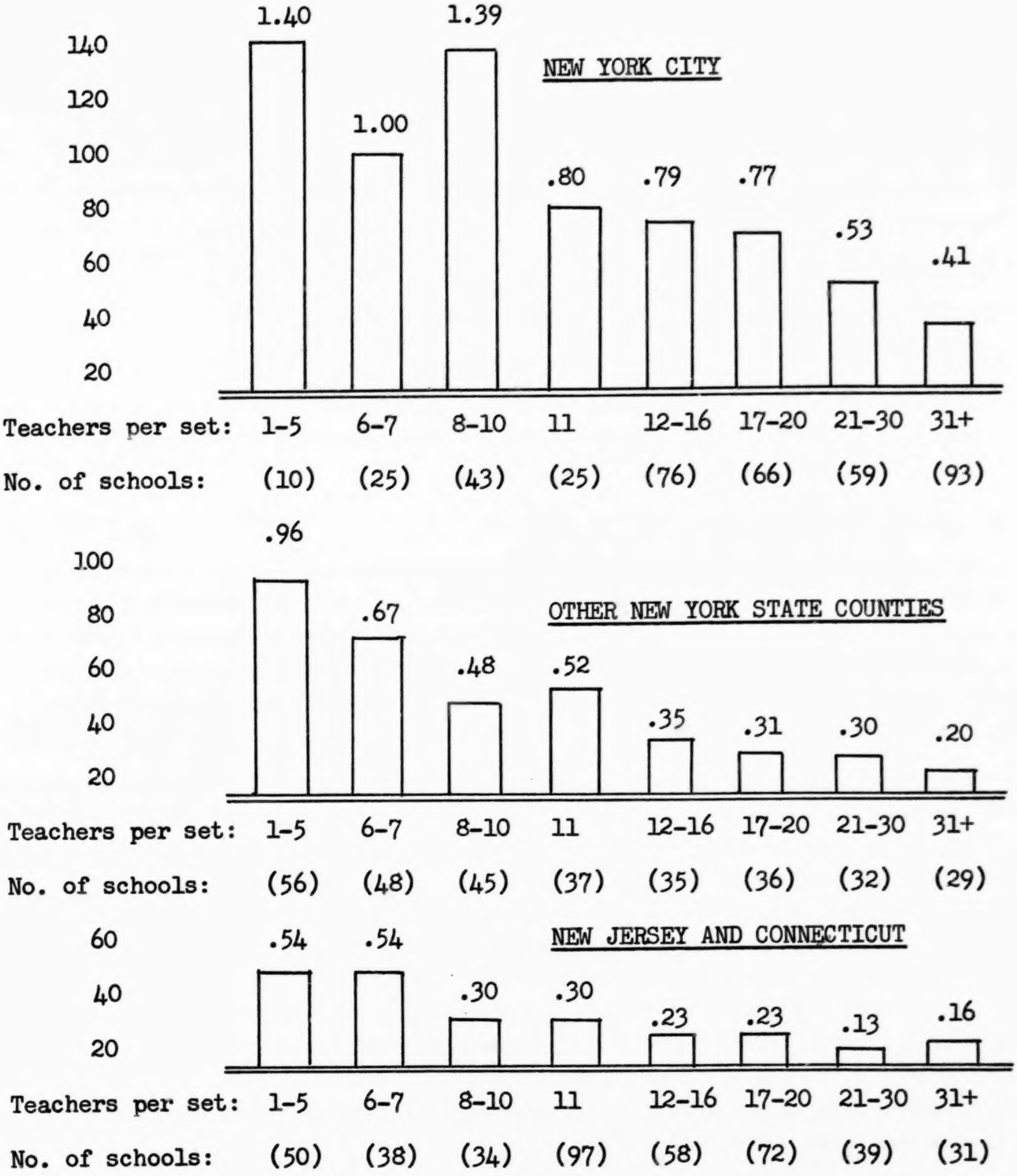
> There's a lot of movement — wasted time and motion. Do teachers get maximum usefulness out of the Regents programs? No! We have one set in the school and don't have time for all this movement.

All these comments point out how limited viewing opportunities restrict the amount of watching in the schools. Many teachers would like a TV set in each classroom. But at present, schools are nowhere near that ideal; still, improving the teacher-set ratio increases the amount of watching.

This does not mean, however, that every improvement in the teacher-set ratio will increase the watching score. To find the critical points in viewing opportunities, we show the mean watching score for schools according to their set ratio in table 10. These bar graphs confirm what we have said so far about the strong relationship between the watching score and teacher-set ratio. Three discrepancies, however, do show up: In New York City, schools with one set for 6 to 7 teachers have a mean watching score less than schools with one set for 8 to 10 teachers. The same is true in the other New York State counties for schools with one set for 8 to 10 teachers when compared with schools with one set for 11 teachers, and in

TABLE 10

MEAN WATCHING SCORES, BY LOCATION FOR SCHOOLS WITH SETS



Connecticut and New Jersey, schools with one set for 21 to 30 teachers compared with schools with one set for 31 or more teachers. Except for these three instances (and two of these are very small differences), the bar graph tells a quite consistent story.

The critical points vary by location: In New York City, watching score decreases sharply between one set for 10 teachers or less and one set for 11 teachers. There appears to be very little difference in schools with one set for 11 to 20 teachers. After that, there is another sharp break for schools with one set for 21-30 teachers and, then, again for schools with one set for 31 teachers or more.

In other New York State counties, watching scores increase with each improvement in the teacher-set ratio, except for the irregularity already mentioned and between schools with one set for 17 to 20 teachers and one set for 21 to 30 teachers.

In Connecticut and New Jersey, four categories of teacher-set ratios make a difference in watching scores:

One set for 2 - 7 teachers

One set for 8 - 11 teachers

One set for 12 - 20 teachers

One set for 21 or more teachers

Within each category, however, there is no difference except for the last one, which shows a slight reversal.

Who Expects To Get More Sets

At this point, we want to caution the reader against a causal interpretation of the findings so far; that is, that watching the Regents programs is simply a function of having more sets. It is more complicated than that. Schools that **want** to watch the programs increase the number of sets in the school. We have some indirect evidence on this point in table 11, which shows the per cent of schools that expect to get more sets in the coming year, according to their watching score.

In the New York City schools, there is no relationship between how much a school watches and whether it expects to get more sets. But, outside New York City, the more they watch, the more they expect to get sets in the coming year. In the other New York State schools, among high-watching schools, 38 per cent expect to get sets; among those **not watching,** only 20 per cent expect sets. The same relationship holds in New Jersey and Connecticut: among the high watching schools, 35 per cent expect more sets while only 19 per cent of those not watching expect more sets. Thus, if we interpret high watching scores to mean a stronger inclination to watch, those with the strongest inclination expect to increase the number of sets in the school. Also, table 11 may be interpreted as an endorsement for the Regents programs because it suggests that those who use the programs most now want to use them more in the future.

CHAPTER 4

Source of Television Sets and Their Use

In the previous chapter, we saw that the use of the Regents programs is strongly related to the provision of the school with TV sets. In this chapter, we explore some reasons why certain schools are better provided with sets than others.

Most sets have been supplied by the school systems. Table 12 shows that 49 per cent of the schools received at least one set from their system. In addition, schools have received many sets as gifts, mainly from the Parents Association but from other sources as well: Lions Club, Kiwanis, sometimes local TV dealers. Table 13 shows the per cent of schools receiving sets as gifts. In all, 42 per cent have received at least one TV set as a gift. Parents associations and other donors, therefore, turn out to be an important source of TV sets.

Because we knew that schools had received many TV sets as gifts and suspected that gifts were more likely to be made in communities that were better off economically, we asked the principals to give us some indication of the economic and occupational background of the pupils' parents. On the basis of the principals' answers, we classified the schools into three groups, labeled "high," "medium," and "low" on an income-occupation index -- admittedly, a rough measure depending upon the principal's perception.[10]

With this measure, now, we can see how the economic and occupational background of the pupils' parents is related to whether or not a school receives a TV set as a gift. Table 14 shows the percent of schools receiving varying numbers of TV sets as gifts, according to their income and occupational level.

Among the New York City schools, 41 per cent of the schools in the "low" income category received a TV set as a gift while 76 per cent of the schools in the "high" classification did. Similarly, in schools outside the city: In other New York State counties, in the low category 18 per cent received a gift, while in the "high" category, 45 per cent received a gift. This same pattern occurs throughout the viewing area. The better-off the parents are, the more likely it is that the schools will have received a set as a gift.

In New York City, the Board of Education attempted to offset this advantage when it first supplied sets in 1958. It began by distributing sets to schools that had not received one as a gift. Only after nearly all schools had at least one set were sets sent to schools that had already received one as a gift. Thus, among the New York City schools, schools in the poorer neighborhoods are the biggest recipients of sets from the system because they had no sets as gifts. This is shown in table 15.

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[10] For details on the income-occupation index, see appendix B.

TABLE 11

PERCENT OF SCHOOLS IN THREE LOCATIONS WHICH EXPECT TO ACQUIRE MORE SETS, BY WATCHING SCORE

SETS EXPECTED	NEW YORK CITY					
	Watching Score				Don't watch[1]	
	High		Low			
None	52		50		40	
Undecided	31		35		41	
One	16	17	12	15	16	20
Two or more	1		3		4	
Total	100		100		100	
Total number of cases	(207)		(121)		(44)	

SETS EXPECTED	OTHER NEW YORK STATE					
	Watching Score				Don't watch[1]	
	High		Low			
None	37		36		38	
Undecided	26		37		42	
One	19	38	15	27	12	20
Two or more	19		12		8	
Total	101		100		100	
Total number of cases	(113)		(120)		(142)	

SETS EXPECTED	NEW JERSEY AND CONNECTICUT					
	Watching Score				Don't watch[1]	
	High		Low			
None	39		41		41	
Undecided	26		38		39	
One	21	35	16	21	13	19
Two or more	14		5		6	
Total	100		100		99	
Total number of cases	(70)		(102)		(506)	

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[1] Includes nonwatchers with and without sets because there is no difference in the percent that expect to get sets.

Nevertheless, a slight difference in favor of schools in richer neighborhoods remains, even in New York City. This is seen when we look at the number of sets from **all sources** according to the income and occupation background of the pupils' parents. The difference is small, however, and is shown in table 16.

Outside the city, the schools must be looked at differently, because we are dealing with many schools and many systems. In contrast to New York City — where the poorer schools receive more sets from the single city-wide system — outside the city, schools in the higher-income classification receive more sets from their respective systems, as well as more sets as gifts. This is shown in table 17.

These findings should not be interpreted to mean that these differences occur because of system policy; we do not know what is happening within any one system. but the fact remains that, outside New York City, the schools which are better off are more likely to get sets both ways: from their system and as gifts. This gives them a double advantage, as we can see in table 18, which shows the number of sets in the schools from both sources, according to the income-occupational background of the pupils' parents.

TABLE 12

NUMBER OF SETS RECEIVED FROM SYSTEM, IN FOUR LOCATIONS

Number of sets from system	All locations		New York City		Other New York State Counties		New Jersey		Connecticut	
			Per Cent of Schools							
None	51		15		36		76		87	
One	31	49	61	85	27	63	19	24	9	14
Two	12		21		16		5		3	
Three or more	6		3		20		--		2	
Total	100		100		100		100		100	
Total number of cases	(1717)		(446)		(440)		(626)		(205)	

TABLE 13

NUMBER OF SETS RECEIVED AS GIFTS, IN FOUR LOCATIONS

Number of sets received as gifts	All locations		New York City		Other New York State Counties		New Jersey		Connecticut	
			Per Cent of Schools							
None	59		45		65		59		80	
One	30	42	39	55	25	36	32	42	14	20
Two	8		11		7		8		4	
Three or more	4		5		4		2		2	
Total	100		100		100		100		100	
Total number of cases	(1717)		(446)		(440)		(626)		(205)	

TABLE 14

NUMBER OF SETS RECEIVED AS GIFTS IN THREE LOCATIONS, BY INCOME-OCCUPATION INDEX

	New York City					
	Income-Occupation Index					
Number of sets received as gifts	High		Medium		Low	
	Percent of Schools					
None	24		33		58	
One	49	76	46	66	32	41
Two	19		15		6	
Three or more	8		5		3	
Total	100		100		100	
Total number of cases	(90)		(112)		(234)	

	Other New York State Counties					
	Income-Occupation Index					
Number of sets received as gifts	High		Medium		Low	
	Percent of Schools					
None	55		62		82	
One	29	45	28	37	14	18
Two	10		7		1	
Three or more	6		2		3	
Total	100		100		100	
Total number of cases	(171)		(149)		(108)	

	New Jersey and Connecticut					
	Income-Occupation Index					
Number of sets received as gifts	High		Medium		Low	
	Percent of Schools					
None	59		67		65	
One	30	41	24	32	28	33
Two	7		7		6	
Three or more	4		1		2	
Total	100		100		100	
Total number of cases	(285)		(257)		(273)	

TABLE 15

NUMBER OF SETS RECEIVED FROM SYSTEM IN NEW YORK CITY, BY INCOME-OCCUPATION INDEX

Number of sets from system	New York City Income-Occupation Index High		Medium		Low	
	Percent of Schools					
None	23		20		10	
One	60	76	58	81	64	90
Two	14		19		24	
Three or more	2		4		2	
Total	100		100		100	
Total number of cases	(90)		(112)		(234)	

TABLE 16

NUMBER OF SETS FROM ALL SOURCES IN NEW YORK CITY, BY INCOME-OCCUPATION INDEX

Number of sets	Income-Occupation Index High		Medium		Low	
	Percent of Schools					
None	1		1		2	
One	70		70		78	
Two	22	28	23	29	17	20
Three or more	6		6		3	
Total	100		100		100	
Total number of cases	(139)		(167)		(415)	

TABLE 17

NUMBER OF SETS FROM SYSTEM IN TWO LOCATIONS, BY INCOME-OCCUPATION INDEX

Number of sets from system	Other New York State Income-Occupation Index High		Medium		Low	
	Percent of Schools					
None	30		36		40	
One	23	70	25	65	42	60
Two	20		20		10	
Three or more	27		20		8	
Total	100		100		100	
Total number of cases	(171)		(149)		(108)	

Number of sets from system	New Jersey and Connecticut Income-Occupation Index High		Medium		Low	
	Percent of Schools					
None	72		79		85	
One	21	28	17	21	12	15
Two	8		3		3	
Three or more	1		1		---	
Total	100		100		100	
Total number of cases	(286)		(257)		(273)	

TABLE 18

NUMBER OF SETS FROM ALL SOURCES IN TWO LOCATIONS, BY INCOME-OCCUPATION INDEX

Number of sets	Other New York State Counties		
	Income-Occupation Index		
	High	Medium	Low
	Percent of schools		
None	7	14	31
One	42	45	50
Two	24	23	10
Three or more	26	18	10
Total	100	100	100
Total number of cases	(212)	(175)	(121)

Number of sets	New Jersey and Connecticut		
	Income-Occupation Index		
	High	Medium	Low
	Percent of schools		
None	36	58	52
One	48	27	39
Two	12	12	8
Three or more	4	3	2
	100	100	100
Total number of cases	(303)	(229)	(281)

Besides the number of TV sets, the size of the school helps determine the teacher-set ratio which (as we saw in chapter 3) is strongly related to the schools' use of the Regents programs. When we examine size of school according to the income-occupational classification, poorer schools have a further disadvantage: not only do they have fewer sets, but they are more likely to be **larger** schools. This is shown in table 19.

Among schools classified as low on income and occupation, 27 per cent have more than 1,000 pupils; among schools classified as high, only 12 per cent have more than 1,000 pupils.

Thus, when we put number of sets and size of school together in the teacher-set ratio, it is no wonder that, in poorer schools, **more** teachers must share **fewer** sets. Table 20 shows the teacher-set ratio, according to the income-occupational background of the pupils' parents, for three locations. In each location, schools classified as "low" have the least opportunity for watching the Regents programs.

Gifts

Although gifts increase the number of TV sets, schools outside the city that had received all their TV sets as gifts are less likely to watch the Regents programs than schools that received at least one set from the system. When we group the schools outside New York City according to the source of their sets, we find that, among schools which had received all their TV sets as gifts, 48 per cent watch the programs, while among schools with at least one set from the system, 72 per cent watch the programs. And even when we consider only those schools which use TV, we find that in the "gifts only" group most of them have below-average watching scores, while there are about as many above (37 per cent) as below (35 per cent) average in the other category (table 21).[11]

These differences are not simply the result of different teacher-set ratios. Table 22 shows that the relationship still holds, even when schools with few teachers per set are considered separately. (Where there are many teachers per set, the source of sets seems to make little difference in the amount of viewing.)

The relationship shown in this table supports the suggestion of the previous chapter that watching the Regents programs depends largely on approval from the system. A school that receives at least one set from the system — compared to one that received only gifts — has tangible evidence for the support given classroom TV on the system level. Even when not lowering the teacher-set ratio below that of another school that may have received more sets as gifts, the set purchased by the school board may well have a symbolic effect.

The source of the set makes a difference only in schools outside the city, not in New York City schools (not shown). What seems to be happening is that a set supplied by the system represents system approval of the programs. In New York City, the system policy is well known, and so it does not matter where the set came

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[11] "High" and "low" watching scores are explained in chapter 3.

TABLE 19

SIZE OF SCHOOLS ACCORDING TO INCOME AND OCCUPATION INDEX

	Income-Occupation Index		
School Size	High	Medium	Low
Less than 500 pupils	42%	45%	42%
500 - 1000 pupils	46	41	32
More than 1000 pupils	12	14	27
Total	100%	100%	100%
Total number of cases	(553)	(527)	(618)

TABLE 20

TEACHER-SET RATIO ACCORDING TO INCOME-OCCUPATION INDEX IN THREE LOCATIONS

	New York City		
	Income-Occupation Index		
One set for:	High	Medium	Low
10 or less teachers	30%	28%	11%
11 to 20 teachers	52	47	36
21 or more teachers	18	25	53
Total	100%	100%	100%
Total number of cases	(77)	(106)	(205)

	Other New York State Counties		
	Income-Occupation Index		
One set for:	High	Medium	Low
10 or less teachers	53%	45%	38%
11-20 teachers	34	30	41
21 or more teachers	13	26	21
Total	100%	100%	100%
Total number of cases	(142)	(110)	(63)

	New Jersey and Connecticut		
	Income-Occupation Index		
One set for:	High	Medium	Low
10 or less teachers	31%	33%	23%
11-20 teachers	54	51	56
21 or more teachers	15	15	21
Total	100%	100%	100%
Total number of cases	(172)	(119)	(124)

TABLE 21

WATCHING SCORES ACCORDING TO THE SOURCE OF SETS IN SCHOOLS OUTSIDE NEW YORK CITY

Watching Scores	All Sets Received as Gifts		At Least One From System	
Don't watch	52%		29%	
Low	30	48%	35	72%
High	18		37	
Total	100%		100%	
Total number of cases	(339)		(453)	

TABLE 22

WATCHING SCORE ACCORDING TO SOURCE OF SETS BY TEACHER-SET RATIO IN SCHOOLS OUTSIDE NEW YORK CITY

	One Set for 16 or Less Teachers			
Watching Score	Gifts Only		At Least One From System	
Don't watch	48%		21%	
Low	29	52%	35	79%
High	23		44	
Total	100%		100%	
Total number of cases	(194)		(294)	

	One Set for 17 or More Teachers			
Watching Score	Gifts Only		At Least One From System	
Don't watch	54%		49%	
Low	34	46%	32	50%
High	12		18	
Total	100%		99%	
Total number of cases	(122)		(114)	

from. Schools outside the city, however, are not likely to use the programs until there is some indication from the system that it approves. The system, on the other hand, sees that the school has a set and does not watch the programs, and thus is not likely to supply one, feeling that another would be superfluous. It may be something of a vicious circle, holding back some of these schools from watching. This interpretation is rather speculative and is offered as a suggestion subject to verification.

CHAPTER 5

Income-Occupation Index and Watching Scores

In chapter 4, we classified schools by the income and occupational background of the pupils' parents and showed that schools classified as high have more television sets. We also showed that schools classified as high are more likely to be smaller schools than those classified as low. Thus, the high income-occupation schools have the two factors — (1) number of sets and (2) size of school — working in their favor. These two factors make up our teacher-set ratio which was shown in chapter 3 to be strongly related to the extent of watching in the schools.

In this chapter, we continue to use the income-occupation classification; this time, to see if the background of the pupils' parents is related to how much the schools use the programs. This relationship is shown in Table I. (Note that this table differs in format from preceding tables: For each of three teacher-set ratios, we show the percent of schools with high watching scores among those on each income - occupation level. Base figures are shown in parentheses.)

First, we look at what happens in New York City schools. On all three teacher-set ratios, schools classified as low on income and occupation are **less** likely to have a high watching score.

In the other New York State county schools, the relationship is reversed: Schools classified as low on income and occupation are **more** likely to have high watching scores. This reversed relationship, however, is not so strong as the one in New York City. In the Connecticut and New Jersey schools, there is no relationship except for schools with one set for 10 teachers or less. For that teacher-set ratio, schools classified as low on income and occupation are **more** likely to have a high watching score.

Now, before we attempt to interpret why these differences occur, we want to repeat a caution made earlier: The income-occupation classification is based on the principals' judgments, and, no doubt, judgments would differ somewhat with different observers. Yet, we feel that this measure is at least a first approximation and can be useful in pointing the way for future research. Our second caution is that some of the per cents are based on a small number of cases. (Note, however, that — despite the few cases in some cells — the effect of the teacher-set ratio remains the same for each income-occupation classification in each location.)

Why are there differences in watching scores by income and occupation? Let us say, first, that we do not feel that these differences are **directly** related to the amount of money in the homes or to the occupations of the father. Instead, we believe that other factors related to income and occupation would explain the difference; i.e., such factors as the achievement level of the pupils, discipline problems in the school, language problems among pupils whose native language is not English, problems of social adjustment for pupils coming from a rural background (or whose parents do).

TABLE 23

PERCENT AND NUMBER OF SCHOOLS WITH HIGH WATCHING SCORE, BY INCOME-OCCUPATION INDEX AND BY TEACHER-SET RATIO, FOR THREE LOCATIONS*

TEACHER-SET RATIO	INCOME-OCCUPATION INDEX		
	High	Medium	Low
One set for:	NEW YORK CITY		
10 teachers or less	78 (23)	87 (30)	65 (23)
11 - 20 teachers	72 (40)	78 (50)	56 (73)
21 teachers or more	57 (14)	31 (26)	30 (109)
	OTHER NEW YORK STATE COUNTIES		
10 teachers or less	52 (75)	46 (48)	83 (24)
11 - 20 teachers	23 (48)	33 (33)	32 (25)
21 teachers or more	5 (19)	11 (29)	23 (13)
	CONNECTICUT AND NEW JERSEY		
10 teachers or less	30 (53)	36 (39)	43 (28)
11 - 20 teachers	18 (93)	18 (62)	17 (70)
21 teachers or more	15 (26)	6 (18)	12 (26)

* Base figures in parentheses.

TABLE 24

PERCENT OF CLASSES IN GRADES 4–6 WHOSE AVERAGE READING LEVEL IS ABOVE, ON, AND BELOW GRADE LEVEL, ACCORDING TO THE INCOME AND OCCUPATION OF PUPILS' PARENTS [1]

	Predominant income-occupation of pupils' parents		
Reading average is:	High	Medium	Low
1 year or more above grade level	67	28	11
On grade level	28	61	33
1 year or more below grade level	5	11	56
Total	100	100	100
Total number of cases	(161)	(348)	(166)

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[1] Adapted from Allen Barton and David Wilder, "Reading Research and Its Communication," BASR, revised 7/25/62, table 7a, b.

Many studies have shown that income and occupation are related to these factors. For example, in table 24, we show the relationship between income-occupation and reading achievement from a study currently in progress at the Bureau of Applied Social Research. We offer this particular example because the same questionnaire items were used for constructing the income-occupation classification. There are, however, two differences: Table 24 is based on reports from classroom teachers not principals; and the teachers were from a national sample not the New York Metropolitan Area only. As the table indicates, children from poorer homes don't do so well in reading.

Whether the tendency in New York City schools — that is, for low income-occupation schools to watch the programs **less** — occurs because of achievement level or any of the other factors mentioned is difficult to say. If we were to make such a speculation, it would be refuted by what happens in schools outside New York City: Either no relationship or the reverse relationship occurs. But, because our classification by income and occupation shows wide variation in the use of TV within New York City, we feel that this speculation should be followed up in any future research on the acceptance of classroom TV.

Such research, using achievement level and other factors associated with income and occupation, might be able to clear up some of the arguments we received from teachers and principals. On the topic of achievement level and the use of TV, a Brooklyn principal told us:

> Children limited in reading ability fall far behind [in their class work but] there can be sophistication without the written word. Much can be taught [to these children] visually.

Similarly, a principal in Staten Island commented:

> The slower child gets more from it [educational television] than from his teacher or from his own reading. He has a problem with reading.

These two comments suggest that educational television can help children who are not doing so well, particularly in reading.

A fifth grade teacher in Brooklyn whose pupils were mainly from a lower economic strata felt that the only view of the world these children get comes from the Regents programs. Holding a newspaper in his hand and slamming it down on the desk emphatically, he said:

> This [the newspaper] never gets into their homes. If they try to watch news programs on TV, they claim their fathers and brothers won't let them disturb their horse operas. So this [classroom TV] may be the only exposure to world events they have other than from the teacher's mouth.

These comments so far have emphasized the great value of TV for slower children. If this is true, we should expect that teachers with slower children would make wide use of the programs. But we heard many comments on the other side: Slower children were not able to get much from TV. A fifth grade teacher in Staten Island had this to say:

> Slower children have a harder time concentrating on the screen; they lose interest easily. You have a discipline problem if they get bored.

Similarly, a teacher in the Bronx said:

> They're [Regents programs are] good for the fast kids but they're poor for the slow kids . . . the material is too far advanced.

We heard many comments from the teachers as follows:

> It's better for the brighter children. They can grasp it [the content of the programs] more easily.

> Brighter children get more out of it. They are more interested.

Thus there is considerable difference of opinion on the issue among teachers and principals. Our data, although suggestive, are not consistent. What is needed is a further study — using the class itself as a unit of analysis -- which would get measures of both achievement level and television watching.

CHAPTER 6

The School Principal and Use of Audio-Visual Aids

Classroom television did not enter the American school system as a complete stranger, but rather as a cousin to other audio-visual techniques that had already been assimilated. The use of film most closely resembles that of television. For this reason, the present chapter will show brieflyly the interdependence of the use of these two media and will then inquire to what extent both may be affected by each school principal's preparation in the use of audio-visual media.

Film Projectors, TV Equipment, and TV Use

We now want to look at the relation between film projectors, TV sets, and watching the Regents programs. We asked the principal how many film projectors he had in his school. With this information, we constructed teacher-film projector ratios as we had done earlier with teacher-set ratios. When we look at both these measures, we see that they are closely related; schools that have a better teacher-set ratio (i.e., fewer numbers of teachers per set) are more likely to have a better teacher-film projector ratio. This is shown in table 25 for schools in New York City and for schools outside the city.

In New York City, where there is one projector for 10 teachers, 40 per cent of the schools have one TV set for 10 teachers; where there is one film projector for 20 or more teachers, 10 per cent of the schools have one set for 10 teachers. The same relationship holds in schools outside the city. There appears to be continuity in the way a school equips itself with audio-visual equipment.

At first sight, one might assume that the fact that schools which are well equipped with film projectors tend also to be well equipped with TV receivers is simply a result of the dependence of both of these on the availability of funds. But it should be remembered that the city-wide policy of the New York City school system has almost succeeded in equalizing TV equipment between schools in rich and poor neighborhoods; or, at least, that the difference in TV equipment between schools rated "high" and "low" on our income-occupation index is very much smaller in New York City than elsewhere (cf. tables 16 and 18, chapter 4). It is therefore quite remarkable that the relationship of TV and film equipment is about as strong in New York City as outside the city (according to table 1 of the present chapter). Perhaps there is such a thing as an "audio-visual climate" which makes a school or school system either hospitable to both film and TV or inhospitable to both, beyond what can be explained by the availability of funds. In view of all this, it is not surprising that the schools that are better equipped with film projectors make more use of classroom television, as shown in table 26.

The Role of the Principal and His Audio-Visual Training

If it is true, as the preceding paragraphs have hinted, that schools can be characterized by their "audio-visual climate," this is likely to be intimately connected with the outlook of the school staff. It is, at any rate, a truism that the use that is

TABLE 25

RELATIONSHIP BETWEEN TEACHER-FILM PROJECTOR RATIO AND TEACHER-SET RATIO BY LOCATION [1]

NEW YORK CITY

One television set for:	One film projector for: 10 teachers or less	11-20 teachers	21 or more teachers	No film projector
10 teachers or less	40%	16%	10%	--
11-20 teachers	56	49	18	50%
21 or more teachers	2	34	70	25
No sets	2	1	2	25
	100%	100%	100%	100%
Total number of cases	(86)	(179)	(122)	(4)

OTHER NEW YORK STATE COUNTIES, NEW JERSEY, AND CONNECTICUT

One television set for	One film projector for: 10 teachers or less	11-20 teachers	21 or more teachers	No film projector
10 teachers or less	37%	18%	14%	16%
11-20 teachers	23	34	26	8
21 or more teachers	3	11	26	--
No sets	37	37	35	76
	100%	100%	100%	100%
Total number of cases	(372)	(519)	(246)	(25)

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[1] The relationship shown in table 25 is slightly exaggerated because both ratios depend on size of school; i.e., very small schools cannot fall into categories such as one set or one film projector for 21 or more teachers. Thus, we checked for possible spuriousness by holding school size constant, and the relationship still holds.

TABLE 26

TELEVISION WATCHING SCORES, ACCORDING TO TEACHER–FILM PROJECTOR RATIO, BY LOCATION

NEW YORK CITY

One film projector for:

Watching Scores	10 teachers or less	11-20 teachers	21 or more teachers	No film projector
Don't watch	13%	9%	16%	50%
Low watching	16	29	48	50
High watching	71	62	35	--
	100%	100%	100%	100%
Total number of cases	(86)	(179)	(122)	(4)

OTHER NEW YORK STATE COUNTIES, NEW JERSEY, AND CONNECTICUT

One film projector for:

Watching Scores	10 teachers or less	11-20 teachers	21 or more teachers	No film projector
Don't watch	59%	62%	63%	84%
Low watching	18	21	24	4
High watching	23	17	13	12
	100%	100%	100%	100%
Total number of cases	(373)	(519)	(246)	(25)

made of television as of other audio-visual media in a school depends to a considerable (but unspecified) extent on the preparation and attitude of the school staff, prominent among them being the school principal. Part II of this report, based on interviews with teachers and principals, examines the role of teachers, principals, and school system supervisors in deciding which classes should use TV and what programs they should watch; the results vary considerably from system to system (see chapters 8 and 12). In addition, principals' and teachers' opinions about classroom television are reported in considerable detail (see part II in its entirety, especially chapters 13 and 14).

At this point, we will focus on one of the measures taken by school authorities in recognition of the importance of school staff in the utilization of audio-visual aids: the provision of formal training in audio-visual techniques. What difference does it make whether or not a school's principal has participated in such training?

We begin by looking at the number of principals who have taken a course for credit dealing with audio-visual techniques. When asked . . .

> Q. 8--Has the principal ever attended any courses, seminars, workshops, etc.,for credit dealing with audio-visual techniques or materials?

. . . roughly three-fourths of those returning our mail questionnaire said they did.[12] Principals outside New York City are more likely to have taken an audio-visual course than New York City principals: 76 per cent outside the city compared to 67 per cent in New York City. These differences are shown in table 27.

Films and Filmstrips for Teaching Reading

Next, we look at whether principals who have had these courses are more likely to use audio-visual techniques in the schools. We asked the principals if they used films or filmstrips for the teaching of reading in grades 1-4 (Q. 13a). Seventy-five per cent said they did, and there was no difference between schools in the city and those outside. When we separate schools according to whether or not the principal had taken an audio-visual course, we see that, where the principals have had a course, schools are more likely to use films for teaching reading. These differences are shown in table 28.

In New York City, among principals with audio-visual courses, 79 per cent use films for teaching reading; among principals without such courses, 68 per cent use films for reading. And the same relationship holds outside the city: Among principals with audio-visual courses, 77 percent use films for reading; without audio-visual courses, 64 percent use films.

Television for Teaching Reading

In addition to what they were using now, we asked principals if they would like to use television for the teaching of reading in the future (Q. 13b). Sixty-five per cent said they would like to. Are principals with audio-visual courses more likely to want television for teaching reading, just as they were more likely to be using films and filmstrips? Table 29 shows how they answered.

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[12] The mail questionnaire is reproduced as appendix C.

TABLE 27

PERCENT OF PRINCIPALS WHO HAVE TAKEN AUDIO-VISUAL COURSES, BY LOCATION

Has principal taken audio-visual courses?	Total	New York City	Other New York State Counties, New Jersey, and Connecticut
Yes	74	67	76
No	26	33	24
Total	100	100	100
Total number of cases	(1,633)	(423)	(1,210)

TABLE 28

PERCENT OF SCHOOLS USING FILMS FOR TEACHING READING, ACCORDING TO WHETHER THE PRINCIPAL HAS TAKEN AN AUDIO-VISUAL COURSE, BY LOCATION

	New York City		Other New York State Counties, New Jersey, and Connecticut	
	Has the principal taken an A-V course?			
Do you use films or filmstrips for teaching reading?	Yes	No	Yes	No
Yes	79	68	77	64
No	21	32	23	36
Total	100	100	100	100
Total number of cases	(285)	(138)	(917)	(293)

TABLE 29

PERCENT OF PRINCIPALS WHO WOULD LIKE TO USE TELEVISION FOR TEACHING READING, ACCORDING TO WHETHER THEY HAVE TAKEN AUDIO-VISUAL COURSES, BY LOCATION

	New York City		Other New York State Counties, New Jersey, and Connecticut	
	Has the Principal taken an A-V course?			
Would you like to use television for teaching reading?	Yes	No	Yes	No
Yes	85	77	59	53
No	16	23	41	47
Total	100	100	100	100
Total number of cases	(285)	(138)	(917)	(293)

In New York City 85 per cent of the principals with A-V courses said yes compared to 77 per cent of the principals without A-V courses. Outside the city, 59 per cent of the principals with A-V courses said yes compared to 53 per cent without A-V courses. These differences are small, but they are consistent and confirm what we saw a little earlier. When we ask principals what they **do**, those with A-V courses are more likely to be using films for reading. When we ask them what they would **like to do**, those with A-V courses are more likely to want to use television for reading.

It will be noted that New York City principals were much more likely to want to use television for the teaching of reading than those elsewhere. The principals are probably responding differently because they have different needs: Because of the economic and educational differences between New York City and the suburban communities, and because of the larger number of children with foreign-language backgrounds in New York City, teaching reading is no doubt a greater problem in the city schools. This explanation is supported when we look at the way principals respond according to the income-occupational index[13] of the schools. Principals in schools classified as low on this index are more likely to favor television for teaching reading — in New York City as well as outside the city. Note, however, that there remains a very large difference between New York City principals and other principals even within economic levels. These differences are shown in table 30.

TV Watching Scores and the Principal's Audio-Visual Training

We have seen that schools whose principals have participated in audio-visual training courses are more likely to use films or filmstrips for the teaching of reading and that these principals are also more likely to express a wish to use television in the teaching of reading. If it is true that the principal's outlook is an important determinant of the use made of classroom TV, one would expect to find a similar difference when one comes to the pay-off question — how much use is made of television in the schools run by these principals? The pertinent information is shown in table 31. In New York City, table 31 reveals an expected difference of a magnitude comparable to those shown earlier in this chapter; but outside New York City, there is no noteworthy difference between schools whose principals have and have not taken audio-visual training. We are here face to face with a conflict between the principal's wishes and his practical possibilities. The preceding paragraphs referred to matters under fairly direct control of the principal's judgment. After all, film projectors are widely enough accessible in schools to make their use largely a matter of the principal's decision. And the principal's answer to the question, "Would your school like to use television in connection with teaching of reading?" is an even more direct reflection of the principal's judgment, unaffected by the availability of equipment or the attitudes of teachers and system supervisors. Hence both these matters are good indicators of the principal's attitude toward audio-visual techniques, and this attitude is apparently related to the principal's participation in audio-visual courses to the extent reflected in tables 28 and 29 above.

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[13] The income-occupational index is explained in appendix B.

TABLE 30

PERCENT OF PRINCIPALS WHO WOULD LIKE TO USE TELEVISION FOR TEACHING READING, ACCORDING TO INCOME-OCCUPATION INDEX, BY LOCATION

New York City		Other New York State Counties, New Jersey and Connecticut.	
Income-Occupation Index			
High-Medium	Low	High-Medium	Low
79	85	54	65

TABLE 31

WATCHING SCORE ACCORDING TO WHETHER THE PRINCIPAL HAS TAKEN AN AUDIO-VISUAL COURSE, BY LOCATION

	New York City		Other N. Y. State Counties, New Jersey and Connecticut.	
	Has the principal taken an A-V course?			
Watching Scores	Yes	No	Yes	No
Don't watch	10%	14%	62%	59%
Low watching	30	38	20	23
High watching	60	48	18	18
	100%	100%	100%	100%
Total number of cases	(286)	(135)	(946)	(300)

When it comes to the actual use of classroom television, however, the outcome depends not only on the principal's judgment but also on the availability of equipment and, of course, on the attitudes of system supervisors as well as teachers. The New York City figures in table 31 refer to a single school system where virtually all schools have at least a minimum number of TV sets; here, the principal's judgment plays a decisive role, and the watching scores are related to the principal's audio-visual training about as strongly as are the earlier indicators of his judgment. The right half of table 31, on the other hand, combines the results from numerous different school systems with diverse policies and amounts of TV equipment (including schools without any TV receivers), and these factors are naturally more powerful in determining classroom viewing of TV than that amount of the principal's judgment which is indicated by his past audio-visual training. In tables 28 and 29, where the principal's judgment had relatively free rein, correlations in New York City are very much like those elsewhere.

Teacher-Training Programs on Television

So far we have discussed only the Regents programs aimed at pupils. Besides these, which make up the bulk of the Regents television production, training programs have been offered for teachers after 3 p.m. In the questionnaire, we asked the principal if any teachers in the school were watching these training programs (Q. 14). Table 32 shows how the principals responded and is a rough indicator of the relative popularity of these programs.

In New York City, **Teaching Reading** is the most popular, with 85 per cent of the principals reporting that some teachers were using the program. Next was **Science for Teachers,** with 68 per cent. The other three programs have relatively few watchers: Less than 10 per cent of the principals reported any teachers watching. Here again, we have a reversal: In New York City, **Reading** is the most popular; outside the city, **Science** is the most popular. That **Reading** is the more popular in the city schools lends support to our earlier suggestion: City schools have a greater problem in teaching reading, and therefore city teachers will be more attracted to this subject. In a more general way, we might infer that teachers look to educational television as an aid when assistance is needed.

But are teachers more likely to watch training programs in schools where the principals have taken A-V courses?

Table 33 shows once again that the principals' A-V courses make a noticeable difference in New York City (principally with **Science** and, to a lesser extent, with **Reading**). while differences outside the city are very small. This corroborates the interpretation offered on the preceding pages: In the data from outside New York City, the principal's influence is submerged in the heterogeneity of TV equipment available and of system policy.

TABLE 32

PERCENT OF PRINCIPALS REPORTING THAT TEACHERS WATCHED TRAINING PROGRAMS, BY LOCATION

	New York City	Other N. Y. State Counties, New Jersey, and Connecticut
Teaching Reading	85	17
Science for Teachers	68	24
Materials in Modern Mathematics	7	14
Teaching Modern Foreign Language	5	9
Great Civilizations of Asia	2	9

TABLE 33

PERCENT OF PRINCIPALS REPORTING THAT TEACHERS WATCHED THE TRAINING PROGRAMS, ACCORDING TO WHETHER PRINCIPAL HAS TAKEN AN AUDIO-VISUAL COURSE, BY LOCATION

	New York City		Other New York State Counties, New Jersey, and Connecticut	
	Has the principal ever taken an A-V course?			
	Yes	No	Yes	No
Teaching Reading	87	80	19	14
Science for Teachers	73	59	25	22
Materials in Modern Mathematics	9	4	16	11
Teaching Modern Foreign Language	4	6	10	7
Great Civilizations of Asia	2	1	10	6
Total number of cases	(286)	(138)	(946)	(301)

TABLE 34

AUDIENCE SIZE FOR PROGRAMS REPEATED AT 11:40 A. M.
(Elementary School Programs)

PROGRAM	FIRST SHOWING	REPEAT SHOWING AT 11 40
Exploring Science, Grade 3	67,100	20,300
Exploring Science, Grade 4	54,500	26,000
Understanding Science, Grade 5	57,900	20,000
Understanding Science, Grade 6	72,100	14,400
Places in the News, Grades 5,6	54,500	15,400

TABLE 35

AUDIENCE SIZE FOR PROGRAMS REPEATED AT TIMES OTHER THAN 11:40 A. M.
(Elementary School Programs)

PROGRAM	FIRST SHOWING	REPEAT SHOWING
Time for Science, Grade 2	61,100	55,200
Parlons Francais (Wednesday)	12,800	11,800
Parlons Francais (Friday)	10,300	11,700
Tell Me a Story	44,900	50,200
New Adventures in Music	22,000	26,800

TABLE 36

WATCHING SCORES OF HIGH SCHOOLS

	New York City		Other N.Y. State Counties, New Jersey, and Connecticut	
Watching Score	Junior	Senior	Junior	Senior
Don't watch	25%	73%	93%	89%
Low	72	27	7	11
High	3	--	1	--
	100%	100%	100%	100%
Total number of cases	(92)	(62)	(150)	(265)

CHAPTER 7

High Schools and the Bell Schedule

In the previous chapters, we have talked only about public elementary schools; in this chapter, we discuss public high schools. They require a separate analysis because most factors related to using the Regents programs in the elementary schools do not apply in the high schools. The main reason is that the schools are organized differently: Elementary schools are organized by grade; high schools by subject. It is this fact of departmentalization that many high school principals give as the reason for not watching the programs.

Here, for example, is what one senior high school principal in Suffolk County said about why they were using only one Regents program:

> Our greatest problem in using the programs is the program time. Few programs are broadcast at a time consistent with our schedule. If broadcasters were to survey the schedules of the Long Island schools, I'm sure they could arrive at a better arrangement.

In this school with more than 1,200 pupils and two TV sets, 30 students watched the typing course. That was the only use made of the programs.

The Bell Schedule

The bell schedule in the high schools is probably the main difficulty in using the Regents programs. Our only direct evidence from high schools consists of such comments volunteered by many principals on their questionnaires. We can, however, show how drastically such a simple thing as the lunch bell reduces the audience in the **elementary** schools. From this, we can infer how great the problem must be in the high schools.

To show the effect of the lunch bell, we present the audience size for five programs that are shown from 11:40 to 12 noon, the time slot that extends to the beginning of the lunch period. Fortunately, for the purpose of comparison, these five programs are shown at an earlier time during the day as well. Thus we can compare the audience size of the first showing with the audience size for the repeat showing at 11:40. Table 34 shows both audiences. For each program, the repeat showing at 11:40 draws only a fraction of the first showing.

This reduction does not occur simply because repeat showings in general draw smaller audiences. When programs are repeated at times other than 11:40, the audiences are roughly the same, as shown in table 35.

When we asked for suggestions on improving school television, most high school principals wrote about the problem of timing. A Nassau County high school, with three TV sets and an enrollment of 1,200 pupils, reported nobody using the programs; the principal's explanation was the same as the others:

> Our biggest reason for not watching TV is the problem of timing.

Even when a program happens to be shown at the same time as the class meets, some teachers are reluctant to use it. The same Nassau County principal had this to say on the matter:

> If, for example, a teacher has four classes of a particular subject and even if the timing was right for one class, only one of the four classes could see the program, and the teacher is reluctant to give one class something that she doesn't give the others.

Here is a good example of how norms of equal treatment prevent teachers from using the programs even when schedules happen to coincide.

Some principals felt that, if they could get the fall schedule of the Regents programs in the springtime, they would be able to set up class periods to coincide with programs:

> There are two definite reasons why we haven't been able to take full advantage of the television programing.
>
> The first is a conflict of scheduling. Most class programming on the secondary level is done in the spring. At this time we have no way of knowing what the television schedule will be for the fall. If the television program for a coming school year could be made available to us in the early spring, then we could use this information as a guide in our class scheduling.
>
> The second obstacle to complete utilization is the overlapping of time between class changes and program hours. All too often a class will miss a part of a program, either the beginning or the end. This is caused by the varying lengths of time for classes in the various schools. It can prove to be a frustrating experience for a group continuously to miss either the beginning or the end of a program. Too often the effort involved is wasted.
>
> The solution to this problem is difficult and will be resolved only after schools on the same level are put on the same hourly departmental basis.

Another principal in Nassau County, with two TV sets and only 20 pupils watching, made almost the same complaint:

> I personally feel television has a place in the classroom as an aid to the regular classroom teacher, provided the material covered is known in advance and definite planning can be made for it We find it very difficult to use the regular televised programs because of the departmental set-up. Some sections would have the advantage of it because of the fact that their period would coincide with the televised program.

Watching Scores in the High School

Until program schedules are co-ordinated with class schedules or vice versa, few high schools will be able to use the programs. As table 36 shows, except for the junior high schools in New York City, few high schools watch the programs and of those that do watch almost all fall into our category of "low watching." In fact, even among those junior and senior high schools that do use TV, only one fourth report more than one program exposure for every 10 pupils. Compare this proportion with what happens in the elementary schools: Among those watching Regents programs, only 10 per cent show as few as one exposure for 10 pupils; the remaining 90 per cent range far higher than that. Indeed, more than half of the watching elementary schools show one or more program exposures for every two pupils.

The differences are dramatic and confirm what a high school principal in the Bronx said:

> We do not receive information on when the programs will be shown early enough to allow us to schedule classes to meet at the same time. Only if a class happens to meet at the right time, can it see the program. So watching the programs is very haphazard and accidental in our school.

"Accidental" is probably the best description of what goes on in that high school with the Regents programs. With over 1,400 pupils, 70 pupils watched **Geography at Mid-Century;** nothing else was watched. With two TV sets in the school, it was not a problem of TV sets.

Viewing Opportunities

Indeed, few high school principals were as quick as the elementary school principals to complain about the lack of TV sets in their school; not because they have more, but rather because they have not gotten past the first problem, which is that of scheduling. In fact, the high schools are not so well equipped with TV sets as the elementary schools. Table 37 shows the teacher-set ratios in the high schools (the teacher-set ratios in elementary schools are included for comparison).

Although the teacher-set ratio is poorer in high schools, it is adequate for the amount of watching they are able to do.

More Repeat Showings

Knowing the program schedules ahead of time would help, of course, but it would not solve the problem of the teacher with four classes, only one of which could see the program. Thus, many principals asked for repeat showings during the day, also repeat showings on successive days of the week. If the Regents are going to continue with as many offerings as they have now, and also offer as many repeat showings as the high school principals would like, it would take more than one channel to broadcast all the programs. Probably two or three more channels would be needed.

Televise After School Hours

But principals had other suggestions. Some would like to see the programs presented after school hours -- in the afternoons and evenings. Watching the programs would be a homework assignment for students. Some principals pointed out that, besides the value of watching the Regents programs, it would also keep the students away from the trivia they now watch on commercial TV. Also, parents might become more involved in the school curriculum and realize that TV can offer alternatives to comics and cowboys.

16 mm. Films

Probably the most frequent suggestion made was that the programs be put on 16 mm. film. Not only would it solve the problem of scheduling, but it would also give the teacher greater flexibility in using the programs. A principal in New Jersey said:

> ... [with] 16 mm. films, we would have a better program of visual aids than any television programing. The reason is that television demands the local school program adjust its schedule, equipment, and space to the television schedule. The motion picture can be brought into the class when the teacher wants to break for a visual aid. He can rerun or stop for evaluation anytime. Not so with TV.

A principal in a Westchester high school, with two TV sets and no one watching, said:

> The most important deterrent to effective use of educational TV is the inflexible time schedule in our school. The difficulties involved in shifting classes, combining classes, covering classes for teachers, and other mechanical administrative operations make it impossible to utilize the programs.
>
> Why not put the money into motion pictures that could be used as needed? Is the cost that much different?

And, again, on the same topic, a Bronx principal said:

> I would like to have films of the broadcast — then we could use it as often as we need it. We could also use it for teacher training.

Film Projectors

The suggestion to use films is feasible because the high schools are better equipped with film projectors than they are with TV sets. The film projector ratios are shown in table 38. All high schools except two have a 16 mm. film projector.

Teacher Training

The second point raised by the Bronx principal just quoted turned up often in the principals' reports: Many teachers find the programs as helpful for themselves as they do for the students. Many times they see a model lesson by an expert teacher.

> One benefit of TV is that it provides a model of genuine teaching so that young, inexperienced, and even older teachers may benefit.
>
> The greatest single advantage of TV that we have found is that it gives teachers an opportunity to see a good teacher teach. The teacher gets ideas.

Thus, an over-all evaluation of the Regents programs must consider not only the effects on pupils but also on the teachers.

TABLE 37

TEACHER-SET RATIOS IN ALL SCHOOLS

Teacher-Set Ratio	New York City Elementary Schools	New York City Junior High Schools	New York City Senior High Schools	Other New York State Counties, New Jersey, and Connecticut Elementary Schools	Other New York State Counties, New Jersey, and Connecticut Junior High Schools	Other New York State Counties, New Jersey, and Connecticut Senior High Schools
One set for:						
10 teachers or less	19%	4%	2%	22%	6%	2%
11-20 teachers	42	5	2	28	18	8
21 or more teachers	38	91	94	11	39	52
No sets	2	--	2	40	37	38
	100%	100%	100%	100%	100%	100%
Total number of cases	(406)	(73)	(52)	(1,220)	(137)	(246)

TABLE 38

FILM PROJECTOR RATIOS IN HIGH SCHOOLS, BY LOCATION

	New York City Junior	New York City Senior	Other New York State Counties, New Jersey and Connecticut Junior	Other New York State Counties, New Jersey and Connecticut Senior
One film projector for:				
10 teachers or less	5%	8%	25%	12%
11-20 teachers	22	49	41	44
21 or more teachers	72	43	34	44
No projectors	1	--	--	1
	100%	100%	100%	100%
Total number of cases	(74)	(51)	(132)	(234)

Other Complaints

Many principals were critical because they were not notified in advance about the content of the programs. Thus, teachers were not able to plan their lessons. For some, the manuals arrived too late; others felt the manuals did not give enough information on what was going to be shown. Some principals said teachers wouldn't use the programs unless they had a clear idea of what the lesson would contain. They want to be able to prepare the class for the lesson. Some asked if it would be possible to preview the programs.

Many complained that the programs did not follow their course outline:

> The lessons should mesh with the syllabus so that the programs go along with the actual work in the classroom.

Others want the Regents programs to do what cannot be done in the classroom:

> TV must present something that is clearly of value to them [the teachers]. If a program presents a teacher offering something that the classroom teacher can produce in her own class, the teacher does not feel the programing is worthwhile. TV lessons ought to concern those things that cannot be well done by teachers in the limitations of their classroom. An example: We previewed **Literary Landmarks** for three telecasts this year before we decided not to use it. The Supervisor of Language Arts felt that it was uninspiring — the teacher could have read as well in her room. Most of all, there must be consistent programing of telecasts so that something "extra" is brought into the classroom.

Conclusion

In conclusion, the high schools have a scheduling problem that does not exist in elementary schools. To solve this problem, the most frequent suggestions were:

1. To put the programs on film and distribute them to the schools so that teachers can use them at their own discretion.
2. Show the programs after school hours, for home viewing.
3. Inform the schools of the program schedule well in advance, so that class schedules can accommodate the programs.

The principals also reported that teachers want more information about the programs than the manual provides. They prefer the programs to be supplemental and for enrichment rather than direct teaching lessons. And, finally, teachers would like the programs to follow the course work outlined in the syllabus.

APPENDIX A

Nonrespondents

In most survey research, nonrespondents tend to be different from those who do respond. In this study, we expected that schools that did not respond were less likely to have television sets or, if they did have sets, would be less likely to watch the Regents programs. In checking the nonresponding schools, however, we found that they did not differ significantly from schools that did respond in whether they had a television set and whether they watch the Regents programs.

We checked the nonrespondents two ways:

1. By examining the proportion of schools with sets and watching TV, according to the timing of their response
2. By sending a second questionnaire to a sample of nonresponding schools and comparing them with schools that responded originally

By examining schools according to the timing of their response, we bring evidence to bear on two assumptions sometimes held in survey research: (1) Late respondents tend to be more like nonrespondents than early respondents; (2) nonrespondents are less likely to be interested in, or participating in, the subject under investigation.

We divided the responding schools into three groups according to when they returned the questionnaire:

1. Schools responding the first week
2. Schools responding the second, third, or fourth week
3. Schools responding after the fourth week

As table 39 shows, late respondents, compared with early respondents, were more likely to have TV sets and more likely to be watching television.

This table, therefore, suggests that both the assumptions made earlier cannot be held: Either late respondents are not more like nonrespondents; or nonrespondents are not less likely to be watching television.

This, of course, does not settle the issue, but at least it does not support the "less-watching" assumption for nonresponding schools.

The second approach was to sample certain groups of nonrespondents to see if they were different from respondents. Table 40 shows how we stratified nonresponding schools and the number we sampled from each group.

In stratifying the sample this way, not all kinds of schools and not all locations are represented; in particular, we did not sample nonrespondents in Connecticut, nor did we sample any private schools other than the Catholic. Furthermore, we sampled secondary schools in only a few locations, and only public ones. We were limited in the number of schools we could sample and, therefore, decided to leave

TABLE 39

TV SETS AND USE, BY TIMING OF RESPONSE
SCHOOLS RETURNING QUESTIONNAIRE

	1st week	2nd, 3rd,4th weeks	After 4th week
Schools with TV sets	65%	71%	72%
Schools watching TV	37%	43%	42%
Base	(1,990)	(991)	(314)

TABLE 40

PERCENT OF SCHOOLS WITH TELEVISION SETS ACCORDING TO LOCATION, LEVEL, AND AFFILIATION

	PERCENT OF SCHOOLS WITH SETS	
		Sample of
PUBLIC	Respondents	Nonrespondents
LOCATION		
New York City: Elementary	98	100
Secondary	99	100
Nassau, Westchester, Rockland: Elementary	94	100
Secondary	92	85
Suffolk, Dutchess, Putnam, Ulster, Orange, and Sullivan: Elementary	42	65*
NEW JERSEY: Northern counties - Elementary	71	75
Secondary	62	65
Midland counties - Elementary	42	15*
CATHOLIC		
Brooklyn Diocese: Elementary	47	44
New York Diocese (south): Elementary	71	60
Rockville Centre Diocese: Elementary	51	45
New York Diocese (north): Elementary	58	50

---

* Statistically significant difference. P. < .05. See Wallis, W. Allen and Roberts, Harry V., Statistics, A New Approach. Glencoe, Ill.: The Free Press, 1956. Sec. 13.3.1, Testing an Assumption about a Population Proportion, P. 427.

out certain groups of schools either because they were, in general, not watching television or because there were only a few schools in the group.

To the 238 schools in the sample, we sent a second, and shorter, questionnaire: Seventy per cent of them filled out and returned the questionnaire by mail; from the remaining 30 per cent, we obtained the needed information by telephone. Table 41 shows, for each group, how sample schools compare with original respondents in regard to having a television set.

For most groups, the differences are small. In two, the differences are statistically significant: one showing that respondents are more likely to have sets; the other showing that the nonrespondents are more likely to have sets. Over-all, in six groups, the nonrespondents are more likely to have sets; in the other six groups, the respondents are more likely to have sets.

In table 42, we show, for each group, the per cent of schools watching television. Among the 12 groups, only two show differences large enough to be statistically significant, and in both cases nonrespondents are more likely to be watching television than respondents. Over-all, in five groups, respondents are more likely to be watching; in six groups, nonrespondents are more likely to be watching; and for one group the per cent is the same.

On the basis of these tables, we rejected the hypothesis that nonrespondent schools are less likely to be watching television and estimated the total audience on the basis of the audience in responding schools.

TABLE 41

SAMPLE OF NONRESPONDING SCHOOLS

	NUMBER OF SCHOOLS	
LOCATION	ELEMENTARY	SECONDARY
PUBLIC		
New York City	20	20
Nassau, Westchester, and Rockland	20	20
Suffolk, Dutchess, Putnam, Ulster, Orange, and Sullivan	19	--
NEW JERSEY: Northern counties	20	20
Midland counties	20	--
CATHOLIC		
Brooklyn Diocese	20	--
New York Diocese (south)	20	--
Rockville Centre Diocese	21	--
New York Diocese (north)	18	--
TOTAL	178	60

TABLE 42

PERCENT OF SCHOOLS WATCHING, ACCORDING TO LOCATION, LEVEL AND AFFILIATION

	PERCENT OF SCHOOLS WATCHING	
	Respondents	Sample of Nonrespondents
PUBLIC		
LOCATION		
New York City: Elementary	89	100
Secondary	56	60
Nassau, Westchester, Rockland: Elementary	72	68
Secondary	20	25
Suffolk, Dutchess, Putnam, Ulster, Orange, and Sullivan: Elementary	23	45*
NEW JERSEY: Northern counties - Elementary	29	50*
Secondary	5	5
Midland counties - Elementary	9	5
CATHOLIC		
Brooklyn Diocese: Elementary	23	19
New York Diocese (south): Elementary	36	35
Rockville Centre Diocese: Elementary	19	30
New York Diocese (north): Elementary	20	17

Statistically significant difference. $P < .05$. Ibid.

TABLE 43

ESTIMATED AND KNOWN PROGRAM EXPOSURES BY TYPE OF SCHOOL

	PROGRAM EXPOSURES		
TYPE OF SCHOOL	Estimated	In responding schools	Proportion of estimated exposures in responding schools
Public elementary	717,402	490,767	.684
Private elementary	641,345	375,330	.585
Public secondary	23,510	18,459	.785
Private secondary	2,977	2,056	.691
TOTAL	1,385,234	886,612	

APPENDIX B

Estimates of Audience Size

Section 1: Methods of Estimating the Audience Size

The County Audience

In each county, we estimated the audience separately for four types of schools:

1. Public elementary
2. Public secondary
3. Private elementary
4. Private secondary

For each type of school, we estimated on the basis of the proportion of that type that responded to the questionnaire. For example, in Queens County, .504 of the private elementary schools returned the questionnaire, showing a count of 5,940 *program exposures*. Therefore, for **all** (1.00) private elementary schools in Queens County, we estimated 11,786 program exposures. This calculation can be made by simply dividing the proportion of responding schools into the number of program exposures in responding schools.

$$\frac{5940}{.504} = 11{,}786$$

In this way, we estimated the number of program exposures for each type of school in each county (see section 2, appendix B).

The Program Audience

By carrying out the above procedure, we are able to aggregate for the whole channel 11 viewing area the total estimated program exposures for each type of school. Table 43 shows the estimated program exposures for each type of school. Also, in table 43, we show the number of **exposures** in each type of school that returned the questionnaire. From these two figures, we are able to calculate the proportion of the estimated program exposures that were "**known**" exposures; that is, from schools that returned the questionnaire.

When estimating the audience for each program, to simplify the procedure, we did **not** estimate for each county but rather for the whole channel 11 viewing area. We did, however, estimate separately for each type of school.

By aggregating the county estimates, we knew for **each type** of school the proportion of program exposures in schools that returned the questionnaire (see table 43). For each program, we used **that** proportion as the estimating factor in estimating each program audience for that type of school. For example, we knew that **Time for Science** had 63,312 program exposures in **public elementary** schools that returned the questionnaire. Thus we divided this figure by the estimating factor 684, giving us 92,561 as the estimated audience for this program in **all public elementary** schools. Our next step was to take the known program exposures of **Time for Science** in **private elementary** schools which was 13,987 and divide by the estimating factor .585 for private elementary schools, giving us 23,910 as the estimated program exposures of **Time for Science** in **all private elementary** schools. If a program was seen in the high schools, then the high school audience was estimated from the known exposures using the high school estimating factors separately for public and private schools. By summing the estimated audience for each type of school, we arrived at the total estimated audience for each program.

This procedure was carried out for each program (section 3, appendix B), giving us a total estimate of 1,381,983 program exposures for all programs for all types of schools in the channel 11 viewing area.

This estimate of the program total of 1,381,983 differs by 3,251 from the estimate of 1,385,234, the sum of each county estimate. This difference is .0023 of the total county estimate, which we feel is a tolerable difference, given the nature of the estimating procedures. In any event, these estimates are not presented as precise figures. They are, after all, only our best estimates, based on our conclusion (see appendix A) that schools that did **not** respond to the questionnaire watched the Regents programs as often as schools that **did** respond to the questionnaire. We extended that conclusion by assuming that nonresponding schools watched **each** program as often as responding schools. Our attempt has been to offer the **best** estimate given the results of sampling nonresponding schools.

Of the two total estimates, we feel that the county estimate of 1,385,234 is more accurate because it is based on finer estimating factors: that is, we used a different estimating factor for each type of school in each county. The program audience is based on estimating factors for each type of school for the channel 11 viewing area as a whole.

In any event, we feel that the estimate for all counties of 1,385,234 is still a conservative figure because of the tendency of some principals to under-report the number of pupils watching the programs. We came to this conclusion by examining the audience size of those programs that offer more than one lesson a week (see table 44).

For these programs, the audience size falls off for each successive day of the week. As the questionnaire was set up, the principals were asked to report the number of pupils watching the programs on Monday, then on Tuesday, and so on. Apparently, for programs shown on successive days, some principals answered only for days early in the week. These omissions occurred in only a small number of schools, but enough to systematically reduce the audience size for the particular program as well as for the total estimated audience. Thus, we feel that 1,385,234 is a conservative estimate.

TABLE 44

AUDIENCE SIZE BY DAY OF THE WEEK FOR PROGRAMS OFFERING MORE THAN ONE LESSON A WEEK IN RESPONDING SCHOOLS

PROGRAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fun at One	42,200	33,000	30,100	28,600	27,600
Adelante en Espanol	40,700		38,300		37,800
Dimelo en Espanol		3,943		2,633	
Journey Into Mathematics		23,200		21,300	
Atomic Age Physics	490	472	472	472	472

Section 2: Audience Size by County and Type of School

TABLE 45

CLASSROOM AUDIENCE SIZE BY COUNTY AND SCHOOL TYPOLOGY

NEW YORK CITY		ESTIMATED PROGRAM EXPOSURES	
NEW YORK			
Public Elementary		61,851	
Private Elementary		10,529	
Public Secondary		1,931	
Private Secondary		84	
	TOTAL		74.395
KINGS			
Public Elementary		151,737	
Private Elementary		9.309	
Public Secondary		8,050	
Private Secondary		109	
	TOTAL		169,205
BRONX			
Public Elementary		69,344	
Private Elementary		18,598	
Public Secondary		2,878	
Private Secondary		990	
	TOTAL		91,810
QUEENS			
Public Elementary		125,909	
Private Elementary		11,786	
Public Secondary		3,866	
Private Secondary		--	
	TOTAL		141,561
RICHMOND			
Public Elementary		15,463	
Private Elementary		4,230	
Public Secondary		140	
Private Secondary		248	
	TOTAL		20,081
	NEW YORK CITY		497,052

ALL NEW YORK CITY	
Public Elementary	424.304
Private Elementary	54,452
Public Secondary	16.865
Private Secondary	1.431
TOTAL N.Y.C.	497,052

TABLE 45 (continued)

COUNTY AND SCHOOL TYPOLOGY		ESTIMATED PROGRAM EXPOSURES	
OTHER NEW YORK STATE			
NASSAU			
Public Elementary		84,119	
Private Elementary		17,683	
Public Secondary		3,319	
Private Secondary		--	
	TOTAL		105,121
SUFFOLK			
Public Elementary		25,376	
Private Elementary		1,325	
Public Secondary		843	
Private Secondary		--	
	TOTAL		27,544
WESTCHESTER			
Public Elementary		36,240	
Private Elementary		16,626	
Public Secondary		967	
Private Secondary		274	
	TOTAL		54,107
PUTNAM			
Public Elementary		188	
Private Elementary		405	
Public Secondary		--	
Private Secondary		--	
	TOTAL		593
DUTCHESS			
Public Elementary		5,633	
Private Elementary		5,952	
Public Secondary		--	
Private Secondary		186	
	TOTAL		11,771
ROCKLAND			
Public Elementary		4,685	
Private Elementary		--	
Public Secondary		38	
Private Secondary		115	
	TOTAL		4,838

TABLE 45 (continued)

COUNTY AND SCHOOL TYPOLOGY			ESTIMATED PROGRAM EXPOSURES	
OTHER NEW YORK STATE (continued)				
ORANGE				
Public Elementary			11,323	
Private Elementary			1,214	
Public Secondary			82	
Private Secondary			190	
		TOTAL		12,809
ULSTER				
Public Elementary			2,730	
Private Elementary			1,491	
Public Secondary			78	
Private Secondary			--	
		TOTAL		4,299
SULLIVAN				
Public Elementary			1,631	
Private Elementary			--	
Public Secondary			--	
Private Secondary			--	
		TOTAL		1,631
TOTAL PROGRAM EXPOSURES FOR OTHER NEW YORK STATE COUNTIES				222,713
TOTAL OTHER NEW YORK STATE COUNTIES				
Public Elementary	171,925			
Private Elementary	44,696			
Public Secondary	5,327			
Private Secondary	765			
	222,713			
TOTAL ALL NEW YORK STATE (INCLUDES NEW YORK CITY)				
Public Elementary	596,229			
Private Elementary	99,148			
Public Secondary	22,192			
Private Secondary	2,196			
	719,765			

TABLE 45 (continued)

COUNTY AND SCHOOL TYPOLOGY		ESTIMATED PROGRAM EXPOSURES	
NEW JERSEY			
OCEAN			
Public Elementary		--	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		--
MOMMOUTH			
Public Elementary		6,485	
Private Elementary		1,833	
Public Secondary		--	
Private Secondary		--	
	TOTAL		8,318
MERCER			
Public Elementary		1,359	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		1,359
MIDDLESEX			
Public Elementary		3,255	
Private Elementary		--	
Public Secondary		114	
Private Secondary		--	
	TOTAL		3,369
SOMERSET			
Public Elementary		711	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		711
HUNTERDON			
Public Elementary		--	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		--

TABLE 45 (continued)

COUNTY AND SCHOOL TYPOLOGY		ESTIMATED PROGRAM EXPOSURES	
NEW JERSEY (continued)			
UNION			
Public Elementary		22,662	
Private Elementary		61,533	
Public Secondary		796	
Private Secondary		--	
	TOTAL		84,991
MORRIS			
Public Elementary		767	
Private Elementary		2,079	
Public Secondary		--	
Private Secondary		--	
	TOTAL		2,846
PASSAIC			
Public Elementary		4,866	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		4,866
BERGEN			
Public Elementary		26,808	
Private Elementary		170,046	
Public Secondary		181	
Private Secondary		--	
	TOTAL		197,035
HUDSON			
Public Elementary		5,379	
Private Elementary		154,114	
Public Secondary		--	
Private Secondary		264	
	TOTAL		159,757
ESSEX			
Public Elementary		19,495	
Private Elementary		148,112	
Public Secondary		131	
Private Secondary		517	
	TOTAL		168,255

TABLE 45 (continued)

COUNTY AND SCHOOL TYPOLOGY		ESTIMATED PROGRAM EXPOSURES	
NEW JERSEY (continued)			
SUSSEX			
Public Elementary		499	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		499
WARREN			
Public Elementary		--	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		--
TOTAL PROGRAM EXPOSURES FOR NEW JERSEY COUNTIES			632,006

TOTAL NEW JERSEY	
Public Elementary	92,286
Private Elementary	537,717
Public Secondary	1,222
Private Secondary	781
	632,006

TABLE 45 (continued)

COUNTY AND SCHOOL TYPOLOGY		ESTIMATED PROGRAM EXPOSURES	
CONNECTICUT			
FAIRFIELD			
Public Elementary		16,128	
Private Elementary		4,480	
Public Secondary		96	
Private Secondary		--	
	TOTAL		20,704
LITCHFIELD			
Public Elementary		1,768	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		1,768
NEW HAVEN			
Public Elementary		9,977	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		9,977
MIDDLESEX			
Public Elementary		1,014	
Private Elementary		--	
Public Secondary		--	
Private Secondary		--	
	TOTAL		1,014
TOTAL PROGRAM EXPOSURES FOR CONNECTICUT COUNTIES			33,463
TOTAL CONNECTICUT			
Public Elementary	28,887		
Private Elementary	4,480		
Public Secondary	96		
Private Secondary	--		
	33,463		

TABLE 45 (continued)

SUMMARY

BY LOCATION	ESTIMATED PROGRAM EXPOSURES
NEW YORK CITY	497,052
OTHER NEW YORK STATE COUNTIES	222,713
NEW JERSEY	632,006
CONNECTICUT	33,463
TOTAL	1,385,234

BY SCHOOL TYPOLOGY	
Public Elementary	717,402
Private Elementary	641,345
Public Secondary	23,510
Private Secondary	2,977
TOTAL	1,385,234

Section 3: Audience Size for Each Program

TABLE 46
CLASSROOM AUDIENCE SIZE BY PROGRAM

PROGRAMS			ESTIMATED PROGRAM EXPOSURES	
SCIENCE				
TIME FOR SCIENCE-Grade 2				
Monday	10:05		61,007	
(repeat)	1:25		55,465	
		TOTAL		116,472
EXPLORING SCIENCE-Grade 3				
Tuesday	10:20		67,417	
(repeat)	11:40		20,413	
		TOTAL		87,830
EXPLORING SCIENCE-Grade 4				
Thursday	10:20		54,571	
(repeat)	11:40		26,371	
		TOTAL		80,942
UNDERSTANDING SCIENCE-Grade 5				
Wednesday	10:40		58,277	
(repeat)	11:40		19,681	
		TOTAL		77,958
UNDERSTANDING SCIENCE-Grade 6				
Friday	10:40		73,656	
(repeat)	11:40		14,585	
		TOTAL		88,241
NEW FRONTIERS IN SCIENCE				
Monday	1:40	TOTAL		2,008

TABLE 46 (continued)

PROGRAMS			ESTIMATED PROGRAM EXPOSURES	
SCIENCE				
ATOMIC AGE PHYSICS-High School				
Monday	2:00		462	
Tuesday	2:00		445	
Wednesday	2:00		445	
Thursday	2:00		445	
Friday	2:00		445	
		TOTAL		2,242
MATHEMATICS				
MATHEMATICS FOR TOMORROW-Grade 6				
Friday	11:00	TOTAL		43,166
JOURNEY INTO MATHEMATICS				
Tuesday	11:00		24,027	
Thursday	11:00		21,945	
		TOTAL		45,972
MODERN MATHEMATICS-Grade 9				
Monday	11:20	TOTAL		11,984
HONOR MATHEMATICS-Grade 11				
Friday	1:40	TOTAL		805
ENGLISH LANGUAGE ARTS				
TELL ME A STORY-Grades 1, 2				
Tuesday	10:05		44,958	
(repeat)	1:25		50,969	
		TOTAL		95,927

TABLE 46 (continued)

PROGRAMS			ESTIMATED PROGRAM EXPOSURES	
ENGLISH LANGUAGE ARTS				
WONDER OF WORDS-Grades 3, 4				
Wednesday	11:00	TOTAL		57,884
LITERARY LANDMARKS-Grade 9				
Friday	11:20	TOTAL		9,791
CREATIVE EXPRESSION TODAY-Grades 11, 12				
Thursday	1:40	TOTAL		2,546
FOREIGN LANGUAGE				
PARLONS FRANCAIS-Grade 4				
Wednesday	10:05		13,059	
(repeat)	1:25		12,228	
				25,287
Friday	10:05		10,518	
(repeat)	1:25		12,163	
				22,681
		TOTAL		47,968
ADELANTE EN ESPANOL-Grade 5				
Monday	10:20		42,803	
Wednesday	10:20		40,320	
Friday	10:20		39,757	
		TOTAL		122,880
DIMELO EN ESPANOL-Elementary School				
Tuesday	11:20		4,093	
Thursday	11:20		2,718	
		TOTAL		6,811

TABLE 46 (continued)

PROGRAMS				ESTIMATED PROGRAM EXPOSURES	
ART AND MUSIC					
SPOTLIGHT ON ART-Grades 5,6					
	Tuesday	10:40	TOTAL		65,431
NEW ADVENTURES IN MUSIC-Grades 3, 4					
	Thursday	10:05		22,309	
	(repeat)	1:25		27,657	
			TOTAL		49,966
MUSIC WHEREVER YOU GO -Grades 5,6					
	Monday	11:00	TOTAL		58,516
INSTRUMENTS OF THE ORCHESTRA-High School					
	Wednesday	1:40			3,779
SOCIAL STUDIES					
PLACES IN THE NEWS-Grades 5,6					
	Monday	10:40		56,032	
	(repeat)	11:40		15,647	71,679
OUR WORLD NEIGHBORS-Grade 6					
	Thursday	10:40	TOTAL		55,444
GEOGRAPHY IN MID-CENTURY-Grade 9					
	Wednesday	11:20	TOTAL		7,988

TABLE 46 (continued)

PROGRAMS				ESTIMATED PROGRAM EXPOSURES	
OTHER					
FUN AT ONE-Preschool					
	Monday	1:00		42,268	
	Tuesday	1:00		33,196	
	Wednesday	1:00		30,218	
	Thursday	1:00		28,721	
	Friday	1:00		27,629	
			TOTAL		162,032
IMPROVING YOUR TYPEWRITING					
	High School				
	Tuesday	1:40	TOTAL		3,798
DRIVER EDUCATION-High School					
	Tuesday	2:30		622	
	(repeat) Thurs.	2:30		389	
					1,011
	Wednesday	2:30		540	
	(repeat) Friday	2:30		372	
					912
			TOTAL		1,923
TOTAL PROGRAM EXPOSURES FOR ALL PROGRAMS					1,381,983

Section 4: Construction of the Income-Occupation Index

The income-occupation index is based on responses to questions 9 and 10 in the mail questionnaire:

9. Occupation of Pupils' Parents:

Write in the number "1" next to the **occupational category** most frequent among your pupils' parents.
Write in the number "2" for the next most frequent.

____ Business or professionals
____ Sales or office work
____ Skilled labor
____ Semiskilled or unskilled
____ Farming

10. Income of Pupils' Parents (your best estimate):

Write in the number "1" next to the **income bracket** most frequent among your pupils' parents.
Write in the number "2" for the next most frequent.

____ Less than $3,000 a year
____ $3,000 to $4,999
____ $5,000 to $7,499
____ $7,500 to $9,999
____ $10,000 to $14,999
____ $15,000 or more

Our first step was to rank each school according to responses to the question on occupation. In Matrix 1, we show the combinations of answers that principals gave and the rank that we assigned to each combination.

MATRIX 1

Second Most Frequent Occupation Category	Most Frequent Occupation Category					
	Business or prof.	Sales or off.work	Sk'ld labor	Semisk'ld or unsk'ld	Farming	No answer
Business or prof.		2	4	5	A	
Sales or off.work	1		4	5	A	
Skilled labor	3	4		7	A	
Semisk'ld or unsk'ld	3	4	6		B	
Farming	A	A	A	B		
No answer	1	2	6	7	A	No Answer

For combinations of the first four occupations, we ranked schools from 1 (high) to 7 (low). Schools which checked "Farming" were ranked separately as A (high) or B (low). In some schools, principals gave only the **most** frequent occupation; they did not answer for the second most frequent occupation. These schools were ranked according to the modal rank or the most frequent occupation which they did answer.

Our next step was to rank schools by their answers on income. Matrix 2 shows the possible combinations of income categories and the ranks, from 1 (high) to 12 (low), which we assigned to each school. Once again, schools that did not answer for the second most frequent income category were assigned the modal rank of income category that they checked as most frequent.

Matrix 2
Most Frequent Income Category

		Less than $3,000/yr.	$3,000-$4,999	$5,000-$7,499	$7,500-$9,999	$10,000-$14,999	$15,000 or more	N/A
Second Most Frequent Income Category	Less than $3,000/yr.		10	8	6	6	6	
	$3,000-$4,999	11		6	6	6		
	$5,000-$7,499	9	8		4		4	
	$7,500 $9,999	9	8	5		3	3	
	$10,000-$14,999	7	7	4	3		1	
	$15,000 or more				3	2		
	No answer	11	10	5	3	2	1	N/A

Our third step was to rank the schools on both income and occupation. Matrix 3 shows the possible combinations of ranks of income and occupation. To each combination we assigned an income-occupation rank from 1 (high) to 11 (low). Schools that had not answered for either income or occupation were assigned an income-occupation based on the modal category of whichever one they did answer. Schools that were "no answer" to both, of course, were not assigned any rank and were not used in any tables that show the income-occupation index.

Matrix 3

Occupation Rank

Income Rank	1	2	3	4	5	6	7	Farming (High) A	Farming (Low) B	No Answer
1	1	2	2	3	4	4	5	2	6	1
2	1	2	2	3	4	4	5	3	6	1
3	2	3	3	4	4	4	6	4	7	2
4	2	3	3	4	5	5	6	4	8	2
5	3	3	3	4	5	6	6	5	9	4
6	4	4	4	6	6	7	7	5	9	7
7	4	4	4	6	7	7	8	6	10	6
8	6	6	6	7	9	10	10	6	10	10
9	6	6	7	7	9	10	10	6	10	10
10	6	6	7	8	10	11	11	7	11	11
11	6	6	7	8	10	11	11	7	11	11
N/A	2	3	3	4	4	10	11	5	10	N/A

These three operations gave us a single rank for the income-occupation index. Our final step was to divide this ranking into three groups — high, medium, and low — as follows:

Income-Occupation Rank

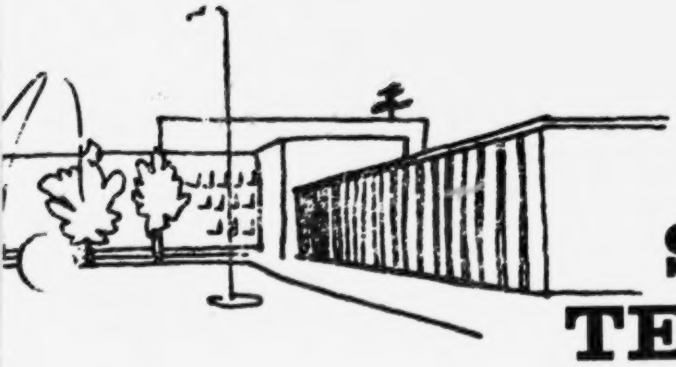
High	1, 2, 3, 4
Medium	5, 6, 7
Low	8, 9, 10,11

APPENDIX C

MAIL QUESTIONNAIRE

BUREAU OF APPLIED SOCIAL RESEARCH
COLUMBIA UNIVERSITY, NEW YORK CITY

REGENTS EDUCATIONAL TELEVISION PROJECT
WPIX — CHANNEL 11



SCHOOL TELEVISION SURVEY

INSTRUCTIONS

- *Pages 1, 5 and 6 should be filled out in all schools,* **whether or not Television is used.**
- *Pages 2, 3 and 4, which show a week's schedule of Regents Programs on Channel 11, may be answered by the audio-visual coordinator or anyone else who knows the programs that were* **actually** *watched in your school.*
- *The small numbers next to the check-mark boxes and in the right hand margin are for IBM tabulations and may be ignored.*

1. ....
(Name of school)

....
(City or town)

....
(County or borough) *(State)*

2. *Check one:*
☐ Public ☐ Private—no religious affiliation
☐ Private—with religious affiliation
(Please specify religious affiliation):

....

3. Grades in your school:
Circle the LOWEST *and* HIGHEST *grades.*
K 1 2 3 4 5 6 7 8 9 10 11 12

4. Number of full-time teachers .... *(Fill in)*

5. **Present enrollment in your school.**
Check one:
☐ less than 200
☐ 200 to 299
☐ 300 to 399
☐ 400 to 499
☐ 500 to 599
☐ 600 to 699
☐ 700 to 799
☐ 800 to 899
☐ 900 to 999
☐ 1000 to 1200
If more than 1200 fill in number of pupils ....

6. What are the attendance hours in your school? Answer for the different grades.

Attendance hours	*Grades*

15- 16- 17-18:
19- 20-23

7. Does your school have a regular assembly period?
☐ Yes ☐ No

If YES: *Fill in*

Grade(s)	ASSEMBLY PERIOD IS HELD ON: *Day of week*	*Time of day*	*Times per month*

24-26

8. Has the principal ever attended any courses, seminars, workshops, etc. for credit dealing with audio-visual techniques or materials?
☐ Yes ☐ No 27-

9. Occupation of Pupils' Parents:
Write in the number "1" next to the OCCUPATIONAL CATEGORY *most frequent among your pupils' parents.*
Write in the number "2" for the next most frequent.
.... Business or professionals 28-29
.... Sales or office work
.... Skilled labor 30-
.... Semi-skilled or unskilled
.... Farming

10. Income of pupils' Parents *(your best estimate):*
Write in the number "1" to the INCOME BRACKET *most frequent among your pupils' parents.*
Write in the number "2" for the next most frequent. 31-32
.... Less than $3,000 a year
.... $3,000 to $4,999 33-
.... $5,000 to $7,499
.... $7,500 to $9,999
.... $10,000 to $14,999
.... $15,000 or more

If NONE of your classes watched any Regents Programs on Channel 11 during the week APRIL 2 - 6, check box ☐ and skip to page 5.

PROGRAMS WATCHED DURING THE WEEK APRIL 2 - 6

The chart to the right shows the complete viewing schedule of Regents Programs on Channel 11. For each program watched by any class during the week April 2 - 6, fill in:

1. The grade level of the class(es) that **actually** watched the program on that day
2. For each grade, the total enrollment of the classes that watched
3. A check mark if these pupils have watched **regularly** (all or most lessons) since February 1.

For those programs that offer more than one lesson a week, fill in for each day that they were watched.

Below is an example of how to fill in the chart when more than one grade level watched a program.

Note: Where some classes on a given grade level watched and others did not, NUMBER OF PUPILS refers only to those that watched.

EXAMPLE

THURSDAY, APRIL 5

	PROGRAM WAS WATCHED BY: Grade	Number of pupils	Check if watched REGULARLY (all or most lessons) since Feb. 1
10:05 A.M. **New Adventures in Music**	3	120	☑
	2	84	☐
	4	50	☑
			☐

MONDAY, APRIL 2

	PROGRAM WAS WATCHED BY: Grade	Number of pupils	Check if watched REGULARLY (all or most lessons) since Feb. 1
10:05 A.M. **Time for Science** 101			☐
			☐
			☐
			☐
10:20 A.M. **Adelante en Español** 102			☐
			☐
			☐
			☐
10:40 A.M. **Places in the News** 103			☐
			☐
			☐
			☐
11:00 A.M. **Music Wherever You Go** 104			☐
			☐
			☐
			☐
11:20 A.M. **Modern Mathematics** 105			☐
			☐
			☐
			☐
11:40 A.M. **Places in the News** 106			☐
			☐
			☐
			☐
1:00 P.M. **Fun at One** 107			☐
			☐
			☐
			☐
1:25 P.M. **Time for Science** 108			☐
			☐
			☐
			☐
1:40 P.M. **New Frontiers of Science** 109			☐
			☐
			☐
			☐
2:00 P.M. **Atomic Age Physics** 110			☐
			☐
			☐
			☐
2:30 P.M. **School Time for Senior Citizens** 111			☐
			☐
			☐
			☐

TUESDAY, APRIL 3

	PROGRAM WAS WATCHED BY: Grade	Number of pupils	Check if watched REGULARLY (all or most lessons) since Feb. 1
10:05 A.M. **Tell Me A Story** 201			☐
			☐
			☐
			☐
10:20 A.M. **Exploring Science** 202			☐
			☐
			☐
			☐
10:40 A.M. **Spotlight on Art** 203			☐
			☐
			☐
			☐
11:00 A.M. **Journey into Math** 204			☐
			☐
			☐
			☐
11:20 A.M. **Dimelo en Español** 205			☐
			☐
			☐
			☐
11:40 A.M. **Exploring Science** 206			☐
			☐
			☐
			☐
1:00 P.M. **Fun at One** 207			☐
			☐
			☐
			☐
1:25 P.M. **Tell Me A Story** 208			☐
			☐
			☐
			☐
1:40 P.M. **Improving Your Typewriting** 209			☐
			☐
			☐
			☐
2:00 P.M. **Atomic Age Physics** 210			☐
			☐
			☐
			☐
2:30 P.M. **Driver Education** 211			☐
			☐
			☐
			☐

WEDNESDAY, APRIL 4

	PROGRAM WAS WATCHED BY: Grade	Number of pupils	Check if watched REGULARLY (all or most lessons) since Feb. 1
10:05 A.M. **Parlons Français** 301			☐
			☐
			☐
			☐
10:20 A.M. **Adelante en Español** 302			☐
			☐
			☐
			☐
10:40 A.M. **Understanding Science** 303			☐
			☐
			☐
			☐
11:00 A.M. **The Wonder of Words** 304			☐
			☐
			☐
			☐
11:20 A.M. **Geography in Mid-Century** 305			☐
			☐
			☐
			☐
11:40 A.M. **Understanding Science** 306			☐
			☐
			☐
			☐
1:00 P.M. **Fun at One** 307			☐
			☐
			☐
			☐
1:25 P.M. **Parlons Français** 308			☐
			☐
			☐
			☐
1:40 P.M. **Instruments of the Orchestra** 309			☐
			☐
			☐
			☐
2:00 P.M. **Atomic Age Physics** 310			☐
			☐
			☐
			☐
2:30 P.M. **Driver Education** 311			☐
			☐
			☐
			☐

THURSDAY, APRIL 5

	PROGRAM WAS WATCHED BY:		
	Grade	Number of pupils	Check if watched REGULARLY (all or most lessons) since Feb. 1
10:05 A.M. **New Adventures in Music** 401			☐
			☐
			☐
			☐
10:20 A.M. **Exploring Science** 402			☐
			☐
			☐
			☐
10:40 A.M. **Our World Neighbors** 403			☐
			☐
			☐
			☐
11:00 A.M. **Journey into Math** 404			☐
			☐
			☐
			☐
11:20 A.M. **Dimelo en Español** 405			☐
			☐
			☐
			☐
11:40 A.M. **Exploring Science** 406			☐
			☐
			☐
			☐
1:00 P.M. **Fun at One** 407			☐
			☐
			☐
			☐
1:25 P.M. **New Adventures in Music** 408			☐
			☐
			☐
			☐
1:40 P.M. **Creative Expression Today** 409			☐
			☐
			☐
			☐
2:00 P.M. **Atomic Age Physics** 410			☐
			☐
			☐
			☐
2:30 P.M. **Driver Education** 411			☐
			☐
			☐
			☐

FRIDAY, APRIL 6

	PROGRAM WAS WATCHED BY:		
	Grade	Number of pupils	Check if watched REGULARLY (all or most lessons) since Feb. 1
10:05 A.M. **Parlons Français** 501			☐
			☐
			☐
			☐
10:20 A.M. **Adelante en Español** 502			☐
			☐
			☐
			☐
10:40 A.M. **Understanding Science** 503			☐
			☐
			☐
			☐
11:00 A.M. **Math for Tomorrow** 504			☐
			☐
			☐
			☐
11:20 A.M. **Literary Landmarks** 505			☐
			☐
			☐
			☐
11:40 A.M. **Understanding Science** 506			☐
			☐
			☐
			☐
1:00 P.M. **Fun at One** 507			☐
			☐
			☐
			☐
1:25 P.M. **Parlons Français** 508			☐
			☐
			☐
			☐
1:40 P.M. **Honor Mathematics** 509			☐
			☐
			☐
			☐
2:00 P.M. **Atomic Age Physics** 510			☐
			☐
			☐
			☐
2:30 P.M. **Driver Education** 511			☐
			☐
			☐
			☐

11. a. Does your school have a 16 MM sound motion picture projector?

☐ No ☐ Yes: How many ....

b. Approximately how many hours a week are they (all projectors combined) used?

.... projector hours a week

12. Does your school have a foreign language program?

☐ Yes ☐ No

If Yes: Indicate for what grade level the languages are taught and the number of pupils taking each language

Foreign Language	*Grade*	*Number of Pupils*

13. a. For reading instruction in grades 1-4, does your school use *(Check for each line)*:

	Yes	*No*
Basal Readers	☐	☐
Special Phonics Materials	☐	☐
Films or filmstrips	☐	☐
Other *(describe)*		
....	☐	☐

b. Would your school like to use television in connection with teaching reading?

1 ☐ Yes 2 ☐ No

14. During the current school year, have any teachers in your school watched the following teacher-training programs on Channel 11?

(Check one on each line)

	Yes	*No*
Great Civilizations of Asia	☐	☐
Science for Teachers	☐	☐
Teaching Reading	☐	☐
Materials in Modern Mathematics	☐	☐
Teaching Modern Foreign Languages	☐	☐

35- 36-37 38- 39-

40- 41-43 44- 45-

46-

15. How many television sets does your school have now? 47-

16. Do you expect to acquire any TV sets, or additional TV sets:

a. before Sept. 1, 1962?

☐ No ☐ Undecided ☐ Yes 48-

b. If yes, how many? ....

c. Sept. 1962-June 1963?

☐ No ☐ Undecided ☐ Yes 49-

d. If yes, how many? 50-

IF YOU HAVE NO TV SET IN YOUR SCHOOL, CHECK BOX ☐ AND SKIP TO Page 6, Question 23

17. When was your first set acquired? 19.......... 51-52

18. Was the decision to have television in your school guided by the experience of any other school or school system?

☐ Yes ☐ No

If yes: Which school or system 53-58

....

Name of school *Town or school district*

CONDITION OF TV SETS

19. Write in the number of sets according to their working condition

	How Many?	
Good Condition	....	59-
Poor Condition	....	60-
Not Working	—	61-
Total number of sets	....	

20. How were TV sets acquired?

	How Many?	
From the school system	....	62-
From PTA	....	63-
Other .... *(write in)*	....	64-
		65-

21. Does your school have teacher manuals for the Regents television series?

☐ Yes ☐ No 66-

TELEVISION RECEPTION

"In-school television" on Channel 11 will end this coming June and will be replaced by broadcasts from Channel 13, the new metropolitan educational station. To provide a better service, Channel 13 wants to know the quality of reception in your area and therefore is showing a test pattern from 1 to 8 PM, Monday through Friday, beginning April 2. Please check the test pattern on Channel 13 and then answer the following:

	Good	Fair	Poor	No Reception
22. a. How well do you receive Channel 13	☐ 1	☐ 2	☐ 3	☐ 4
For the purpose of comparing:				
b. How well do you receive Channel 11 (WPIX)	☐ 6	☐ 7	☐ 8	☐ 9

23. SUGGESTIONS FOR IMPROVEMENT OF TELEVISED INSTRUCTION

(Optional)

We would be grateful for your suggestions on how to make televised instruction more useful in the schools — whether through changes in programming, in facilities within the school, in viewing policy, in teacher preparation, or in any other way.

THANK YOU FOR YOUR COOPERATION

Place this folder in the return envelope provided and drop it in the mail.
No postage is necessary.

PART II

INTERVIEWS WITH TEACHERS AND PRINCIPALS

by

Herbert Menzel

INTRODUCTION TO PART II

The remainder of this report is based on interviews with 400 teachers, 206 principals, and 48 television or audio-visual co-ordinators in public and parochial elementary schools in the New York Metropolitan Area, conducted during the second half of May and the first half of June 1962. By drawing on the experience and judgment of teachers and principals, these interviews were meant to supplement in an intensive way the extensive data analyzed above and based on self-administered questionnaires on television viewing. These questionnaires, used in part I, had been distributed to all elementary and high schools, both public and private, in the channel 11 viewing area in April 1962 and were returned by 3,295 of them. Part II, on the other hand, is based on interviews held in approximately 50 schools drawn at random from each of the following four categories:

Public elementary schools using TV in New York City

Public elementary schools using TV in Nassau, Suffolk,
Westchester, and Rockland Counties, New York

Parochial elementary schools using TV in the Roman Catholic
Archdiocese of Newark, New Jersey

Public elementary schools not using TV in Nassau, Suffolk,
Westchester, and Rockland Counties, New York

Only schools that had returned the self-administered questionnaire were included in the interview sample.

Interviews were held in each school with the principal; the TV co-ordinator or similar person, where appropriate; and with from one to three teachers, selected as far as possible according to the following plan: In TV-using schools, a second-grade and a fifth-grade teacher using TV were to be interviewed, as well as a non-TV-user on one of these two grades; in schools where TV was not used, one second-grade and one fifth-grade teacher were to be interviewed.

In many schools, not all the postulated categories of teachers occurred. In some others, substitutions had to be made or some of the interviews had to be omitted for various reasons. Full details on this and other aspects of sampling are given in appendix D. The actual number of interviewed persons in various positions and locations is shown in table 1.

TABLE 1

PERSONS INTERVIEWED BY POSITION AND LOCATION

	In Watching Schools			In Non-watching Schools	Total
	New York City	Four N.Y. Counties	Newark Arch-Diocese	Four N.Y. Counties	
Principals[1]	55	54	47	50	206
Co-ordinators	36	12	--	--	48
Watching teachers	100	79	75	--	254
this includes:					
1st grade	1	2	3		6
2nd grade	47	41	27		115
5th grade	49	28	38		115
6th grade	3	8	7		18
Nonwatching teachers	32	25	--	89	146
this includes:					
1st grade	3	3	--	4	10
2nd grade	13	12	--	42	67
5th grade	12	7	--	39	58
6th grade	4	3	--	4	11
Total	223	170	122	139	654

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[1] Includes 3 assistant principals or other substitutes.

CHAPTER 8

WHAT IS WATCHED AND WHY

The question "what is watched" was answered with considerable precision and detail in earlier chapters, where audience figures for the Regents' programs as a whole as well as for various individual programs were given for varying grades, school types, locations, and so on, based on mail returns from 3,295 schools in the channel 11 viewing area. We now turn to the corresponding information obtained through interviews with 408 teachers and 206 principals in public elementary schools in New York City and in the counties of Nassau, Suffolk, Westchester, and Rockland, New York, as well as in parochial elementary schools in the Roman Catholic Archdiocese of Newark, New Jersey. Because of the much smaller number of schools surveyed, these figures are subject to larger sampling errors and hence are less reliable guides to the over-all picture than those reported earlier; besides, their scope is much narrower, for they are limited to elementary schools in the locations indicated, and, essentially, to the experience of second and fifth grade teachers in those schools. On the other hand, they allow a much more intensive look at the viewing patterns of each class, and at the reasons given by teachers and principals for their decisions.

Number of Programs Watched by a Class

One question which the mail questionnaire could not answer is that of the number of different programs "usually viewed" by **each class**. During the interview, however, teachers checked off the programs "usually viewed" by their class on a printed list of the Regents' programs — Q. 9.[1] In public schools, [2] just over half of the teachers who watch TV at all view only one program with their class, and most of the rest is accounted for by two-program viewers. In the New Jersey parochial schools (elementary schools in the Roman Catholic Archdiocese of Newark), however, over half the watching teachers watch four programs or more; in fact, one-third watch six or seven programs. These schools account for all the viewers of more than five programs, and for very nearly all those viewing four or five (table 2).

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[1] Question numbers refer to the interview schedules, which are reproduced as appendix E.

[2] Public elementary schools in New York City and in Nassau, Suffolk, Westchester, and Rockland Counties, New York

TABLE 2
NUMBER OF PROGRAMS WATCHED

Number of Programs Watched	Per cent of Watching Teachers in: New York City	Four New York Counties[2]	Newark Arch-Diocese[3]
One	56%	57%	2%
Two	34	28	38
Three	8	13	6
Four-Five	1	3	20
Six or more	--	--	34
Total number of cases	100% (96)	100% (69)	100% (65)

1. Public elementary schools in New York City

2. Public elementary schools in Nassau, Suffolk, Westchester and Rockland counties, New York

3. Parochial elementary schools of the Roman Catholic Archdiocese of Newark, New Jersey

These figures must be considered jointly with two other facts: (1) Only 12 per cent of the New Jersey parochial schools do not use TV (based on mail questionnaire) (2) In 48 of those 50 New Jersey parochial schools where TV is used and where our interviews were carried out, we were unable to find a single non-watching teacher of the second or fifth grades.

We deal here with a result, surprising only in its magnitude, of maximum encouragement given TV viewing "from the top" of a school system, both in terms of guidance and directives and in terms of physical facilities. The saturation of schools in the Newark Archdiocesan system with TV equipment contrasts sharply with the situation elsewhere and finds clear expression in several statistics: The teacher-set ratio is five or less classroom teachers per set in 96 percent of the elementary schools in the Newark Archdiocesan system, but 11 or more teachers per set for well over half the public schools; 95 percent of the interviewed New Jersey parochial principals reported five or more sets in their schools, contrasted with 4 percent of the New York City principals and 12 percent of those in the other four New York State counties; 80 percent of the New Jersey parochial schools, but only 12 percent of the New York City and 61 percent of the other New York State schools, had TV sets on all floors with classrooms; 67 percent of the New Jersey parochial schools, but only 4 percent of the New York City and 6 percent of the other New York State schools, reported their sets permanently assigned to a given class for its own use. (At that, schools that do not watch TV at all are omitted from these figures, except for the teacher-set ratio; see tables 12 and 13, chapter 9 below.)

Is the multiple-program viewing in the New Jersey parochial schools fully accounted for by their saturation with sets, or is it partly due to encouragement "from the top," which goes beyond the provision of sets? An answer is found by comparing schools in the New Jersey parochial system with those schools elsewhere that are also well provided with sets (table 3).

Evidently more than the physical facilities are at work here, for public school classes view fewer programs than parochial schools even when they are well provided with sets.

In public school classes (especially outside New York City), multiple-program watching is more prevalent on the fifth than on the second grade, but this relationship becomes extreme in the parochial schools, where no second grade class watches more than three programs, while no fifth grade class watches less than three (table 4).[3]

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[3] Only second and fifth grade teachers are included in tabulations of this chapter. Tabulations of later chapters include six first grade and 18 sixth grade teachers, substituted in schools where no watching teachers were available for interviewing on the second and fifth grade, respectively. See appendix D.

TABLE 3

NUMBER OF PROGRAMS WATCHED, BY LOCATION, WITH SET-SATURATION HELD CONSTANT

Number of Programs Watched	Per Cent of Watching Teachers in Schools With Sets on More Than Half But Not All Floors			All Floors	
	New York City	Four New York Counties	Newark Arch-diocese	Four New York Counties	Newark Arch-diocese
One	55	69	30	59	6
Two	38	19	10	30	34
Three	6	6	30	9	5
Four, five	--	6	30	2	20
Six or More	--	--	--	--	36
Total	100	100	100	100	100
Total number of cases	(47)	(16)	(10)	(44)	(55)

TABLE 4

NUMBER OF PROGRAMS WATCHED, BY GRADE

Number of Programs Watched	Per Cent of Watching Teachers On Grade 2 in:			On Grade 5 in:		
	New York City	Four New York Counties	Newark Arch-diocese	New York City	Four New York Counties	Newark Arch-diocese
One	60	63	4	53	46	--
Two	34	27	93	35	29	--
Three	6	10	4	10	18	8
Four, five	--	--	--	2	7	34
Six or More	--	--	--	--	--	58
Total	100	100	100	100	100	100
Total number of cases	(47)	(41)	(27)	(49)	(28)	(38)

Altogether, parochial schools are more uniform as to number of programs watched per class, while public schools show more variation in this respect.

What Programs Are Watched

Turning now to what is watched, rather than how many different programs are watched, the single most outstanding fact is the overwhelming attention paid to the science programs, which are watched by 87 percent of the watching second grade teachers interviewed in New York City, by 98 percent elsewhere in New York State, and by 96 percent in the New Jersey parochial schools, as well as by 90 percent to 98 percent of fifth grade teachers, depending on location. Other subjects follow only after a considerable distance, with **Tell Me a Story** standing out on the second grade. On the fifth grade, after science, the most popular TV subjects are mathematics, music, **Places in the News,** and art, the order of these four differing according to location. This is seen in table 5, which should be compared with the watching scores based on mail questionnaires which were reported earlier.

That some of the less popular programs find their proportionately most frequent takers in the New Jersey parochial system is probably a straight result of the much larger number of programs watched by the average class there. The relationship of **what** a class watches to the **number** of different programs it watches is shown in table 6. As can be seen, programs like mathematics, music, **Places in the News** and art on the fifth grade, as well as music, **Wonder of Words, Fun at One**, and **Tell Me a Story** on the second grade, only come into their own in multiple-program classes; i.e., those that also see at least one, more often two, other programs — almost invariably including a science program. This is true in the parochial as well as the public schools, so that the parochial second grade classes that view two programs view much the same fare as those public school second-graders who also view two programs. The latter, however, show somewhat more variety of selections.

Combinations of Programs Watched by Each Class

We can finally inquire into the **patterns** of program selection — what are the combinations of programs most frequently watched by any one class? For this purpose, public schools in New York City and in other New York counties, which showed no marked differences above, are combined. Second-grade classes will be considered first. Science programs are by far the most widely watched, as already noted.

Once again, the greater uniformity of parochial schools contrasts with the greater diversity of programs chosen in public schools.

On the fifth grade, the variety of patterns is somewhat greater. Science, of course, is still the front-runner.

TABLE 5

PROGRAMS WATCHED, BY GRADE AND LOCATION

	Per Cent of Teachers Who Watch Each Program					
	Grade 2			Grade 5		
Programs Watched	New York City	Four New York Counties	Newark Arch-Diocese	New York City	Four New York Counties	Newark Arch-Diocese
Time for Science	85	83	96	--	7	--
Exploring Science	--	15	--	4	25	16
Understanding Science	2	--	--	86	61	82
Journey Into Math	--	--	--	14	32	82
Math for Tomorrow	--	--	--	--	4	3
Music Wherever You Go	--	--	--	6	11	79
New Adventures in Music	--	2	--	2	4	5
Places in the News	--	--	--	12	21	92
Fun at One	5	5	4	--	--	--
Tell Me a Story	43	32	96	--	--	--
Wonder of Words	--	5	--	6	7	21
Our World Neighbors	2	--	--	--	--	5
Spotlight on Art	2	--	4	24	11	76
Adelante en Espanol	--	--	--	2	11	61
Dimelo en Espanol	--	--	--	--	--	11
Parlons Francais	2	--	--	2	4	5
Other	--	--	--	--	--	--
Total number of cases	(47)	(41)	(27)	(49)	(28)	(38)

TABLE 6

Programs Watched, By Number of Different Programs Watched

Programs Watched	Percent of Teachers Who Watch Each Program on Grade 2 in: Public Schools (among those who watch the specified number of programs)			Grade 2 in: Parochial Schools	Grade 5 in:[3] Public Schools		
	one	two	three	two[1]	one	two	three or more[2]
Time for Science	81	85	100	100	--	--	15
Exploring Science	7	7	--	--	5	12	31
Understanding Science	--	4	--	--	69	80	92
Journey Into Math	--	--	--	--	10	16	62
Math for Tomorrow	--	--	--	--	--	--	8
Music Wherever You Go	--	--	--	--	--	12	23
New Adventures in Music	--	--	14	--	--	4	8
Places in the News	--	--	--	--	3	20	46
Fun at One	4	11	57	--	--	--	--
Tell Me a Story	7	85	86	100	--	--	--
Wonder of Words	--	--	29	--	--	--	--
Our World Neighbors	--	4	--	--	--	--	--
Spotlight on Art	--	4	--	--	5	32	38
Adelante en Espanol	--	--	--	--	5	4	8
Dimelo en Espanol	--	--	--	--	--	--	--
Parlons Francais	--	--	14	--	3	--	8
Other	--	--	--	--	--	--	--
Total number of cases	(54)	(27)	(7)	(25)	(39)	(25)	(13)

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[1] Two second grade parochial teachers who watched one and three programs respectively are omitted.

[2] Ten of 13 teachers in this category watched three programs, the others four or five.

[3] For fifth grade parochial teachers, most of whom watched six programs or more and none of whom watched less than three, see table 5.

TABLE 7

Patterns of Programs Watched on the Second Grade	Percent of second-grade classes watching combinations of programs	
	Public Schools	Parochial Schools
Single-program watchers of science constitute the largest single group among second grade classes in public schools	55	--
Next most frequent in public schools, and predominant in parochial schools, is the combination of science and **Tell Me a Story**	25	93
Most "triplets" combine science and **Tell Me a Story** with **Fun at One** or, less often, with **Wonder of Words**, or **Parlons Francais**	7	4
There are some single-program watchers of **Tell Me a Story**	4	--
A few combined science with **Fun at One** or **Spotlight on Art**	4	--
Other patterns are very rare	4	4
Total number of cases	100 (88)	100 (27)

TABLE 8

Patterns of Programs Watched on the Fifth Grade	Percent of fifth-grade classes watching combinations of programs	
	Public Schools	Parochial Schools
Single-program watchers of science are again the largest single group in the public schools, though not by so large a margin as on the second grade. In parochial schools, single-program watching does not even occur on the fifth grade.	38	--
There are some single-program watchers of mathematics	5	--
And a sprinkling of single-program watchers other than science or mathematics	8	--
Most "doubles" on the second grade include a science program, but the second subject in the pair comes from a much wider range of subjects on the fifth grade than on the second	30	--
This includes:		
Science and art 10		--
Science and **Places in the News**, 6		--
Science and music 5		--
Science and **Wonder of Words** . 5		--
Science and mathematics 3		--
Pairs not including science (all include mathematics)	3	--
The most frequent triplet combination on the fifth grade is science, mathematics, and **Places in the News**	5	3
Other triplets vary, but all include science	8	5
When four or five programs are watched, they usually either include one each from science, mathematics, music, and **Places in the News**	1	16
or else science, **Places in the News**, and Spanish, plus one other program	--	10
The remaining 4-and-5 program combinations also include science, with only one exception	3	9
Combinations of six courses or more, of course, include almost all the subject matter areas available to the fifth grade	--	58
Total number of cases	100 (77)	100 (38)

Who Selects Programs and Why

Before considering teachers' reasons for the selection of the programs they are watching, it is necessary to ascertain who participated in this selection. Teachers were asked:

> Q. 14a. — Who selected (this program) for your class?

Because of a suspected tendency of both teachers and principals to exaggerate the independence of teachers in making these decisions, teachers who claimed to have made an independent decision were further probed:

> Q. 14b. — Did the principal's office, co-ordinator, or other teachers have anything to say about it at all?

In table 9 these statements by teachers are compared with the corresponding statements made by interviewed principals,[4] elicited by:

> Q. 63a. — Who selected these particular programs for the fifth (or second) grade?

Principals who claimed that the teachers had made decisions independently were further probed:

> Q. 63b. — Did the principal's office, co-ordinator, or other teachers have anything to say about it at all?

In New York City public schools, about one-third of the interviewed watching teachers denied that anyone but themselves had participated in choosing the course or courses watched, about one-third said outright that the decision had been taken in the principal's office, and the remaining third attributed the choice of programs to varying forms of joint decision-making. In the other four New York State counties, almost two-thirds of the teachers believed they had made the decision by themselves, and only 14 percent attributed it to the principal's office exclusively.

In these other New York State schools, where two-thirds of the teachers spoke of their own independent choice of programs, even more of the principals (77 percent) asserted that this was the case; but in New York City, where only one-third of the teachers made this claim, principals were inclined to be more skeptical and to ascribe more participation to themselves. Strikingly simpler is the picture in the parochial schools: More than 90 percent of the teachers stated flatly that the choice had been made for them system-wide, and in saying this they not only exhibited almost complete consensus among themselves, but with their principals as well.

In tabulating the reasons for the selection of particular programs (table 10, based on Q. 15, "Why was this particular program selected for your class?"),

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[4] Or TV co-ordinators. See appendix D.

TABLE 9

"WHO SELECTED THE PROGRAMS WATCHED?"

PRINCIPALS' AND TEACHERS' RESPONSES

	New York City		Four New York Counties		Newark Archdiocese	
Who Made Program Selections	P[1]	T[1]	P	T	P	T
The class teacher (others had no say)	24%	35%	77%	64%	--	2%
The class teacher after receiving scheduling information, recommendations, suggestions, etc. from the administration.	16	16	9	12	--	--
The class teacher, who checks with the administration re scheduling, appropriateness of program for her class, etc.	16	15	6	1	--	2
The class teacher who discusses TV with the principal, AV coordinator, other teachers, etc. . .	20	2	4	9	2	--
The school principal and/or other administrative officers in the school	24	29	2	14	--	5
Officers of the school system (outside this school).	--	--	--	--	95	92
Other	--	2	2	--	2	--
Total	100%	100%	100%	100%	100%	100%
Total number of cases	(45)	(91)	(47)	(69)	(44)	(62)

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[1] P = Principals (or TV co-ordinators); T = Teachers. See appendix D.

TABLE 10
REASONS FOR THE SELECTION OF THE PARTICULAR PROGRAMS WATCHED
TEACHERS' STATEMENTS

Reasons for Program Selection	**Percent[1] of watching teachers in:** New York City	Four New York Counties	Newark Archdiocese
This program is most appropriate to pupils' level of advancement ("It's fifth grade material," "listed for our grade")	32	23	19
Program deals with a field we wish to build up, emphasize, supplement ("Children need practice in language arts," "Our goal was upgrading science instruction")	17	26	5
Program emphasizes particular topics or particular teaching methods ("Our social studies program concerns other countries, and the programs fit into our subject," "These programs are more dramatic")	6	16	11
TV is especially good in this field; or this program is especially good; because:			
It overcomes teachers' limitations ("might be an area in which teacher feels weak") . .	13	13	--
It overcomes classroom teaching's physical limitations ("gives much the teacher can't possibly because of materials and equipment")	6	10	--
Visual instructions is especially beneficial in this field ("viewing is one of the main senses they must use in science")	1	--	2
TV is especially good in this field — reason not specified ("I'm enthusiastic about science programs and TV")	3	--	--
Hours fit our class schedule — no other specific reason given	4	1	2
Teachers' preference or discretion — not otherwise specified	4	1	--
Generalities only ("Most useful," "Enriched our curriculum")	9	13	2
Other	4	4	--
Don't know	12	9	63
Total number of cases	(95)	(69)	(63)

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[1] Totals add to more than 100 percent because some teachers gave more than one reason.

teachers who said the decision had been made in the principal's office or on the system level are represented by the reasons they imputed to these decision makers. However, many of these teachers could not give a reason for the decisions of their superiors, and this accounts for the large number of "don't know's" in the parochial schools. The most frequently given reason is simply that the course is appropriate to the grade taught — with no attention given to the existence of alternate TV programs for the same grade. The next most frequent reason points to the importance of the subject covered in the program. Quite a few teachers refer to the particular topics covered or the teaching method used, or to their own limitations in the given subject matter.

Public school teachers in New York City and in the other four New York counties are quite similar in the reasons they give for the selection of the watched program. To be sure, appropriateness to the class level is mentioned more often in New York City, and program content and method are mentioned more often outside of the city; perhaps both these differences have some significance, inasmuch as they appear again among the respective principals of these schools, as will be seen in a moment. Teachers outside the city also mention the importance of the particular field more often, but here the principals show an opposite difference. Not too much weight should be given these differences.

Reasons for program selection were also elicited from principals (or co-ordinators) by means of the question,

> Q. 64 — Why were these particular programs selected for the various fifth (or second) grade classes?

and are shown in table 11.

In the Archdiocese of Newark, where few of the teachers could give reasons for the selection of the programs they were watching, even fewer of the principals did so. In the public schools, also, where only a few teachers answered "don't know," more of the principals gave this answer and many more principals than teachers asserted that the decision had been made on the grounds of the individual teacher's preference. Otherwise, the answers of public school principals are remarkably similar, especially in New York City. Outside of the city, principals made less mention than teachers of appropriateness to the pupils' level, of the importance of the field, or of TV's ability to overcome the physical limitations of the classroom.

TABLE 11

REASONS FOR THE SELECTION OF PARTICULAR PROGRAMS WATCHED

Principals' statements	Percent[1] of principals in watching schools		
Reasons for Program Selection	New York City	Four New York Counties	Newark Archdiocese
This program is most appropriate to pupil's **level of advancement** (It's fifth grade material," "listed for our grade")	29	13	15
Program deals with a **field** we wish to build up, emphasize, supplement ("Children need practice in language arts," "Our goal was upgrading science instruction")	16	6	2
Program emphasizes particular **topics** or particular teaching **methods** ("Our social studies program concerns other countries, and the programs fit into our subject," "These programs are more dramatic")	5	17	2
TV is especially good in this field; or this program is especially good; because:			
It overcomes teachers' limitations ("might be an area in which teacher feels weak") . .	9	7	--
It overcomes classroom **teaching's physical limitations** ("gives much the teacher can't possibly because of materials and equipment")	--	--	--
Visual instructions is especially beneficial **in this field** ("viewing is one of the main senses they must use in science")	--	--	--
TV is especially good in this field – reason not specified ("I'm enthusiastic about science programs and TV")	2	2	--
Hours fit our class schedule -- no other specific reason given	2	--	--
Teachers' preference or discretion -- not otherwise specified	20	22	--
Generalities only ("Most useful," "Enriched our curriculum")	4	17	9
Other	--	2	2
Don't know	18	17	70
Total number of cases	(55)	(54)	(47)

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[1] Totals add to more than 100 percent because some principals (or TV co-ordinators) gave more than one reason.

CHAPTER 9

HOW TV IS WATCHED AND USED

In this chapter, we will first consider the physical setup for TV viewing, and then the extent of the teachers' preparation for and follow-up of TV showings.

Physical Arrangements

As already suggested, interview responses as well as the mail questionnaire data reported earlier show the New Jersey parochial schools to be much more richly endowed with TV sets than the public schools in New York City or in the four other New York counties covered by the interview survey (even when only watching schools in New York are considered). This is shown in some detail in table 12 below; these figures are based on interviews with principals or TV co-ordinators. It is to be noted that, in public as well as parochial schools, the overwhelming majority of interviewed principals or TV co-ordinators reported that all sets are in good condition.

As a consequence of their richer endowment with sets, the New Jersey parochial schools can also most frequently afford to have sets permanently assigned to one class (table 13, based on interviews with principals or co-ordinators).

In the parochial schools, two-thirds have all sets assigned to one class for its exclusive use — in other words, they have a set in virtually each classroom — and almost all the remaining schools also have half or more of their sets assigned permanently to one classroom. This is the case only with 10 percent to 13 percent of the public schools, where most sets are either moved from classroom to classroom (33 percent of New York City schools, 48 percent in the four other New York counties), or are set up in a special TV viewing room or "audio-visual room" (37 percent and 22 percent, in and out of New York City, respectively). The remaining 16 percent and 19 percent have most of their sets in a general meeting room of the school, such as the auditorium or lunchroom. A more detailed description is given in the body of table 13.

Some schools find it necessary to have two or more classes join during the watching of TV programs. Information on the prevalence of this practice during the week preceding the interviews was obtained from the interviewed teachers. Over half of the public school teachers had to pool classes during last week's showings usually for all the programs watched during the preceding week, thus indicating that this practice was standard with them (table 14; those who did not watch any program "last week" are omitted; see chapter 11).

It is not surprising that pooling was very rare in the parochial schools where so many classrooms have their own permanent sets.

Preparation and Follow-Up

As crucial to the success of classroom TV as the physical set-up are the preparation and follow-up which the classroom teacher is able to provide. To obtain a picture of actual practices, teachers were asked:

TABLE 12
TV EQUIPMENT IN PUBLIC AND PAROCHIAL SCHOOLS IN DIFFERENT LOCATIONS

a. Teacher-Set Ratios (based on mailed questionnaires)	Per cent of schools equipped as shown at left		
	New York City	New York State [1] (9 counties)	Newark Archdiocese
One set for:			
5 teachers or less	2	18	96
6-10 teachers	17	29	2
11-15 teachers	24	21	3
16-20 teachers	18	13	--
21-30 teachers	15	10	--
31 teachers or more	23	9	--
Total	100	100	100
Total number of cases.........	(397)	(318)	(123)

b. Number of Sets in School	Watching Schools			Nonwatching Schools
	New York City	State [1] (four counties)	Newark Archdiocese	State [1] (four counties)
No set	--	--	--	34
One set	25	35	2	30
Two	51	31	--	16
Three, four	20	19	2	18
Five, nine	4	9	54	2
Ten or more	--	3	41	--
Total	100	100	100	100
Total number of cases..	(55)	(54)	(46)	(50)
c. Proportion of Floors (having classrooms) Which Have TV Sets				
Less than half	42	14	2	
Half or more	46	24	17	
All floors	12	61	80	
	100	100	100	
Total number of cases...	(52)	(49)	(41)	
d. "All sets are in good condition"	95	88	96	
Total number of cases...	(55)	(52)	(46)	

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[1] In the case of mail questionnaire data, "State" includes public schools in Dutchess, Orange Putnam, Sullivan, and Ulster Counties, New York, as well as in the four counties covered by the interview survey.

TABLE 13

WHERE SETS ARE KEPT AND USED

	Percent of watching schools		
	Public		Parochial
	New York City	Four New York Counties	Newark Archdiocese
Most sets assigned to one classroom; this includes:	13	10	92
Each set is assigned to one class for its exclusive use	4	6	67
Each set is assigned permanently to **one classroom**, but other classes sometimes come in to use it	5	2	4
Half or more of the sets are assigned permanently to **one classroom**; the others are:			
moved from classroom to classroom . . .	2	--	13
used in a special viewing room	--	--	4
used in the auditorium or lunchroom . . .	2	2	4
Most sets moved from classroom to classroom; this includes:	33	48	6
All sets are **moved from classroom to classroom**	5	28	6
Half or more of the sets are **moved from classroom to classroom**; the others are:			
assigned permanently to one classroom . .	--	2	--
used in a special viewing room	4	7	--
used in the auditorium or lunchroom . . .	24	11	--
Most sets used in a **special viewing room**; this includes:	37	22	--
All sets are used in a **special viewing room** . .	24	13	--
Half or more of the sets are used in a **special viewing room**; the others are:			
moved from classroom to classroom . . .	2	--	--
used in the auditorium or lunchroom . . .	11	9	--
Most sets used in the auditorium or lunchroom; this includes:	16	19	2
Some sets are moved from classroom to classroom, but more are used in the **auditorium or lunchroom**	--	2	--
All sets are used in the auditorium or lunchroom	16	17	2
Other combinations	2	2	--
Total number of cases	100 (55)	100 (54)	100 (48)

TABLE 14

POOLING OF CLASSES FOR TV VIEWING

Proportion of Week's Watching Periods Which Were Pooled	Per cent of watching teachers New York City	 Four New York Counties	 Newark Archdiocese
None[1]	35	49	86
Less than half	3	3	2
Half or more	11	2	5
All	51	46	8
Total[1]	100	100	100
Total number of cases....	(71)	(59)	(66)

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[1] Fifty-two teachers who did not watch TV at all "last week" are omitted. See chapter 11.

Q. 19 — Tell me a little about the way in which you use the TV program in your classroom work.

Q. 20 — Were you able to prepare your class in advance for what it saw during the past week -- or was that not necessary?

Q. 22 — Will you have an opportunity to go over with your class what has been seen — or is that not necessary?

It will be noted that the questions were worded so as to make it possible for the teacher who had, in fact, done little to prepare or to follow up, to say so with a minimum of embarrassment. Actually, about one-quarter of the interviewed watching teachers stated that they had done nothing to prepare their class for last week's TV showings; one-eighth stated that they had given a preparation but did not state how, and one-quarter had limited their preparation to brief announcement of what would be seen. The rest had more elaborate preparations, usually by detailed advance discussions, less often by either requiring the pupils to bring in materials or do advance homework related to the program, or by doing so themselves (table 15).

As can be seen, preparation tended to be more thorough in public than in parochial schools, and somewhat more elaborate in New York City than in the other four New York counties.

Table 16 shows that the amount of preparation did not differ too much between grades[5] except perhaps that advance explanations tended to be rather lengthier in the higher grades.

Teachers' reports of what they would do to follow up on the program seen are indicated in table 17.

Teachers evidently go to much greater lengths in following up on programs than in preparing for them; this is probably due to the stimulation of the program itself, once it is seen, on the one hand, and to the paucity of advance information and stimulation on the other. (Almost one-quarter of the teachers claimed not to have known what would be shown "last week.") Extremely few of the interviewed watching teachers denied that they did anything to follow up the TV viewings (somewhat more in the Archdiocese of Newark); 5 percent to 7 percent claimed to follow up without stating how, and about a quarter (only 16 percent in New York City) limited their follow up to brief discussions or answers to questions put to them by their pupils. The remainder — well over half the interviewed watching teachers in public schools, and about half in the New Jersey parochial schools — reported that they do rather extensive following up on programs, ranging from elaborate discussions

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[5] Six first grade and 18 sixth grade teachers are included among those marked "second grade" and "fifth grade," respectively.

TABLE 15
PREPARATION OF CLASS BEFORE TV VIEWING

What Is Done To Prepare Class	Percent of watching teachers[1] New York City	 Four New York Counties	 Newark Archdiocese
I don't prepare, seldom prepare	15	25	44
I prepare — not stated how	11	14	16
I tell them (merely) what will be on ("Told what we were going to see"; "Speak to them from the manual"; "Always briefed on what they were going to see"; "Just tell them what it's going to be about")	32	21	21
I tell them what to look for; explain terms and concepts ahead of time; familiarize them with terms; discuss the program (not merely an announcement) ("I tell what to look for, special vocabulary"; "Discuss the subject before with the children"; "For 20 minutes before, we discuss new terms and concepts"; "Preview the program")	39	31	11
I bring in materials, books before the program; I study, prepare myself ("I prepare at home from the manual"; "Materials are brought into class by me before the program starts")	10	14	5
Pupils bring in materials, do homework in advance of program	5	9	11
Total	(92)	(77)	(73)

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[1] Percentages add to more than 100 percent because some teachers prepare in more than one way.

TABLE 16

PREPARATION OF CLASS BEFORE TV VIEWING, BY GRADE

What Is Done To Prepare Class	Percent of watching teachers [1]	
	Grade 2	Grade 5
I don't prepare, seldom prepare	30	24
I prepare — not stated how	12	15
I tell them (merely) what will be on ("Told what we were going to see"; "Speak to them from the manual"; "Always briefed on what they were going to see"; "Just tell them what it's going to be about")	29	21
I tell them what to look for; explain terms and concepts ahead of time; familiarize them with terms; discuss the program (not merely an announcement) ("I tell what to look for, special vocabulary"; "Discuss the subject before with the children"; "For 20 minutes before, we discuss new terms and concepts"; "Preview the program")	22	34
I bring in materials, books before the program; I study, prepare myself ("I prepare at home from the manual"; "Materials are brought into class by me before the program starts")	11	9
Pupils bring in materials, do homework in advance of program	11	6
Total	(115)	(127)

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[1] Percentages add to more than 100 percent because some teachers prepare in more than one way.

TABLE 17
FOLLOW-UP AFTER TV VIEWING

What Is Done To Follow Up	Percent of watching teachers[1] New York City	 Four New York Counties	 Newark Archdiocese
I don't follow up — seldom follow up	3	4	15
I follow up — not stated how	7	6	5
Regularly have a question period; discuss afterwards (implied that briefly or nothing implied about length; "Discuss afterwards"; "In follow-up discussion we give answers")	16	28	27
Regularly discuss elaborately (stated or implied: "Discuss it afterwards; I ask the children what they liked, they evaluate it with me"; "Talk about title, things used on program, elaborate on it, ask questions")	42	37	10
Pupils write or give summaries of program, or are tested on recall of program ("I give them a brief test after the program"; "Some of the class reports on it"; "Write a summary a few days later")	19	18	23
We do things in class which were suggested on the program or flow immediately from the program; teacher brings in materials afterwards ("We do the experiments"; "We draw pictures to go with it"; "I get the book from the library")	48	41	33
Pupils have lessons, do research, do experiments at home, collect or bring in material ("Some tried things at home and brought them in"; "Children may do research as a follow up")	15	24	18
TV program stimulates me in planning my own teaching (beyond things immediately suggested by the program) for one or two lessons ("I have a science lesson based on the program"; "Get ideas for continuing classwork"; "Supplement it with more experiments")	9	15	3
TV influences planning of my teaching for longer stretches than one or two lessons ("We follow the order of the TV curriculum"; "I base my lesson plan on the program"; "Science for the week is based on it")	1	4	3
Total	(99)	(79)	(73)

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[1] Percentages add to more than 100 percent because some teachers follow up in more than one way.

through varying degrees of classroom and homework activities to modifications in the entire teaching plan.

As for differences between grades in the extent and kind of follow-up, table 18 shows that they are very few. Following through with collections and demonstrations suggested on the program is actually more frequent in the lower grades. Perhaps more suggestions of this sort are made on lower-grade programs.

In connection with their reports on preparation and follow-up, teachers were asked about the usefulness of the State T V manuals:

Q. 21a. -- Did you know ahead of time what would be shown last week ?

Q. 21b. -- Did you find the State T V manual for the course helpful ?

IF YES: c. -- In what way ?

IF NO: d. -- Why not ?

Less than one-fifth had not found the manual helpful at all; i.e. neither in preparation nor in follow-up. One-third found it helpful in finding out what would be on, and another third found it helpful in preparation beyond merely telling them what would be on. About one-sixth (partly overlapping with the above) found it helpful in following up, a few reported it helpful in curriculum planning, and some stated it had been helpful but did not indicate how.

Of the few teachers who detailed reasons for any limited usefulness of the state manual in preparation and follow-up, half said it had not been available in time, and almost one quarter said it was not detailed enough.

The teachers had also been asked (Q. 17) whether the state manual had been helpful in deciding on the program (presumably at the beginning of the semester). About two-fifths replied it had been helpful, and virtually all the remainder said they had not seen it before they made their choice. When principals were asked a parallel question, over half in public schools and nine-tenths in parochial schools stated their manuals had arrived on time for program selections at the beginning of the terms or school year, and most had found them helpful in making selections.

TABLE 18
FOLLOW-UP AFTER TV VIEWING, BY GRADE

What Is Done To Follow Up	Percent of watching teachers[1] Grade 2	Grade 5
I don't follow up — seldom follow up	3	10
I follow up — not stated how	7	6
Regularly have a question period; discuss afterwards (implied that briefly or nothing implied about length; "Discuss afterwards"; "In follow-up discussion we give answers")	23	23
Regularly discuss elaborately (stated or implied: "Discuss it afterwards; I ask the children what they liked, they evaluate it with me"; "Talk about title, things used on program, elaborate on it, ask questions")	28	34
Pupils write or give summaries of program, or are tested on recall of program ("I give them a brief test after the program"; "Some of the class reports on it"; "Write a summary a few days later")	20	20
We do things in class which were suggested on the program or flow immediately from the program; teacher brings in materials afterwards ("We do the experiments"; "We draw pictures to go with it"; "I get the book from the library")	50	34
Pupils have lessons, do research, do experiments at home, collect or bring in material ("Some tried things at home and brought them in"; "Children may do research as a follow up")	23	15
TV program stimulates me in planning my own teaching (beyond things immediately suggested by the program) for one or two lessons ("I have a science lesson based on the program"; "Get ideas for continuing classwork"; "Supplement it with more experiments")	11	8
TV influences planning of my teaching for longer stretches than one or two lessons ("We follow the order of the TV curriculum"; "I base my lesson plan on the program"; "Science for the week is based on it")	3	2
Total	(120)	(131)

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[1] Percentages add to more than 100 percent because some teachers follow up in more than one way.

CHAPTER 10

LIKED AND DISLIKED ASPECTS OF TV USE

After describing the program or programs they were watching, teachers were asked:

Q. 16a -- Do you like to use this program in your class?
(In the case of multiple-program viewers, this question referred to one program randomly selected among those watched.)

The vast majority — about four-fifths of the interviewed watching teachers — affirmed, without reservation, that they liked using the program in question; this includes one-sixth who gave spontaneous emphasis to their liking. The remaining fifth had ambivalent or negative views. These views hardly differed by location, except that the views of the Newark Archdiocese teachers were somewhat more polarized than the rest.

Teachers were next asked:

Q. 16b. -- What do you like about[using this peogram] ?

Q. 16c. -- What do you dislike about it ?

Their answers represent the teachers' over-all impressions, given in the context of talking about their own immediate experiences with a TV program in recent weeks - a summary listing of the attractive and unattractive features that were most salient in the teacher's mind. (In chapters 13 and 14, we will attend in greater detail to the teachers' more reflective evaluations of channel 11 programs and of classroom TV, given in response to more insistent later questions.)

Teachers' favorable comments in answer to Q 16b. are reported, with some illustrations, in table 20, which occupies the following two pages. We will first introduce the categories and refer to the frequency with which each is mentioned by watching teachers in New York City public schools; afterwards, we will comment on differences between the school systems.

Fifty-nine percent of the New York City teachers mentioned one or more liked features which seem to be assets of classroom television in general, rather than of the particular program watched. Most frequent (36 percent of New York City teachers) were the comments that TV programs are dramatic, interesting, motivating to the children, and "visual." Next (16 percent is the TV screen's ability to overcome the physical limitations of the classroom: It can show expensive equipment, dangerous experiments, inaccessible factories, and distant places. Only then is mention made of the teaching personnel appearing on the TV program: The TV teacher may know more and can fill in where the classroom teacher is limited (7 percent); seeing a variety of teachers is beneficial for children, even if the TV teacher is not superior to the classroom teacher (1

TABLE 19

RATING OF CURRENT TV EXPERIENCE

Do You Like To Use This Program in Your Class?	Per cent of watching teachers		
	New York City	Four New York Counties	Newark Archdiocese
Yes -- emphatic	17	13	20
Yes	67	69	55
Yes, but...; yes and no; undecided	6	9	8
No, not much	9	9	17
Total	100	100	100
Total number of cases	(99)	(78)	(75)

TABLE 20

LIKED ASPECTS OF CURRENT TV EXPERIENCE

What Do You Like About Using This Program?	Percent of watching teachers [1]		
	New York City	Four New York Counties	Newark Archdiocese
Is dramatic, interesting, motivates children, makes bigger impression, "visual"	36	31	37
Overcomes physical limitations of classroom (have more equipment, can do demonstrations and experiments, show distant places . . .)	16	23	11
The TV teachers are specialists: fill in where classroom teacher is limited	7	8	3
Exposes children to variety of teachers, or to another teacher (without implication that TV teacher is "better")	1	6	3
Appearance of outside experts on program	2	6	4
Supplements curriculum with material not otherwise covered (not specified as above)	8	10	9
Instruction is up to date, flexible, can emphasize current topics	4	1	3
Breaks up the day for the children	1	3	--
Breaks up the day for the teacher: is relaxing for the teacher	1	1	--
Percent making any of the above comments about TV in general	59	68	55

- continued next page -

TABLE 20 (*continued*)

	Percent of watching teachers[1]		
	New York City	Four New York Counties	Newark Archdiocese
Percent making any of the following comments about the particular programs watched	58	63	56
Program emphasizes particular **topics** or particular teaching **methods**. (Subject matter of program fits into curriculum; "Our social studies program concerns other countries, and the program fits into our subject"; "These programs are more dramatic")	18	19	19
The program goes **slow enough** ("Allows note taking; not too much covered per lesson; creates atmosphere of easy learning")	12	22	15
I like teacher's personality, voice; NOS	11	15	11
Program **stimulates** further work; motivates **teacher** ("I plan week's science lesson around it")	14	14	5
This program is most appropriate to the pupil's **level of advancement** (It's fifth grade material"; "Listed for our grade")	7	11	3
Program deals with a **field** we wish to build up, emphasize, supplement ("Children need practice in language arts"; "Our goal is upgrading science instruction")	2	--	5
Visual instruction is especially beneficial **in this field** ("Viewing is one of the main senses they must use in science")	2	1	8
Other aspects of the way this program is conducted ("I like the planning on this program"; "Program sticks to subject"; "Presentation is clear"; "Stories are cute"; "Teacher reads children's letters on program")	2	3	1
Other liked aspects	9	--	8
No liked aspect mentioned	7	6	16
Total number of cases	(100)	(79)	(75)

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[1] **Percentages add to more than 100 percent on indicated subtotals because many teachers named several features.**

percent); and guest appearances on TV programs enrich the experience (2 percent). In addition, 8 percent of the New York City teachers praised TV for "supplementing the curriculum" without stating how. Only a few teachers mentioned, at this point, TV's ability to be up to date or to diversify the rhythm of the day.

Fifty-eight percent of the New York City teachers mentioned positive features of the particular program they were watching. (Some of these same teachers had also contributed to the more general comments listed above.) Not surprisingly, the most frequent comments here (18 percent of New York City teachers) refer to the particular topics covered and teaching methods used, and their fit with the school's own teaching plan. (Teachers' more detailed comments on teaching methods used on TV will be reported in chapter 13.) More surprisingly, and probably significantly, 12 percent of these teachers singled out for praise the fact that the particular program was "slow enough" - apparently by implied contrast to what they had experienced or heard about other educational TV programs. Eleven percent simply "liked the TV teacher," and 14 percent found themselves as teachers stimulated by the program. Seven percent merely stated that the program was appropriate to their pupils' level of advancement. A few teachers gave a sprinkling of other favorable responses. Seven percent did not mention anything they liked about using the program.

Table 20 reveals no striking differences in "features liked" between teachers in the New York City, other New York State, and New Jersey parochial systems. The latter somewhat more often have nothing to say; they are more impressed by the benefits of the visual medium in particular fields, and less often report themselves, as teachers, stimulated by the television programs. Public school teachers outside of New York City make more mention than the others of TV's overcoming the physical boundaries of the school building. That is about all.

Teachers' unfavorable comments concerning their TV experience, in answer to Q. 16c, are reported with illustrations in table 21, occupying the next two pages.

We will again report the New York City percentages as we introduce the categories and later comment on differences between school systems. (Percentages again add to more than 100 percent because many teachers made several comments.)

In New York City, only 13 percent mentioned what appear to be inherent drawbacks of classroom TV, independent of programs put on: impossibility of adapting the sequence of shows to one's own curriculum (5 percent); the rigidity of viewing times (6 percent); the nonresponsiveness of TV to feedback, questions, and rate-of-progress requirements of pupils (2 percent); and other inherent drawbacks of classroom TV (1 percent). A few teachers criticized technical arrangements at the broadcasting station (3 percent) or in the school itself (7 percent), or the lack of communication between the two (7 percent).

TABLE 21

DISLIKED ASPECTS OF CURRENT TV EXPERIENCE

What Do You Dislike About Using This Program?	**Percent of watching teachers**[1] New York City	 Four New York Counties	 Newark Archdiocese
Cannot reorder or time TV lesson so as to coincide with the time when I handle the same topics in my teaching	5	10	4
Hours, days of the week are inflexible	6	4	--
Cannot slow down, repeat, speed up to conform to the needs of the pupils; no feedback, no communication from pupils to TV teacher; pupils cannot ask questions when they occur	2	4	2
Inherent drawbacks of TV, not mentioned above: "Children grow oblivious to noise"; "Cannot be adapted for a heterogeneous class"; "Children don't take it seriously"	1	4	1
Percent making any of the above comments about classroom TV in general	13	19	8
Photography technically poor, not close enough	3	3	3
Poor viewing arrangements, facilities, or reception in school ("Poor reception"; "Whole grade has to watch together"; "Auditorium very crowded"; "Getting there and back")	7	1	--
Lacked adequate advance information, no manual, manual too scant	7	1	1

- Continued

TABLE 21 (*continued*)

	Percent of watching teachers[1]		
	New York City	Four New York Counties	Newark Archdiocese
Percent making any of the following comments referring to the particular program watched	52	52	47
Content geared too high for my pupils	18	6	8
Content geared too low for my pupils	4	8	3
Teacher speaks too fast, tries to cover too much per lesson	8	9	9
Teacher talks down to children, too juvenile	1	6	7
Teacher not expert enough, not enough is added to the regular curriculum; some topics covered are not worthwhile	6	11	13
Interviews with guests are not desirable	8	3	1
Too much lecturing, not enough demonstration, music, etc.; not dramatic enough	2	5	1
TV teacher has unpleasant personality, voice, etc.; "I (or the children) don't like the teacher"; not further specified	2	5	3
Too stiff, artificial, not like teaching a class ("They should have children on the program")	--	3	--
Specific criticism of presentation or teaching technique not mentioned above: "Teacher not experienced"; "Camera and commentary not co-ordinated"; "TV teacher talks directly to classroom teacher"; "Need more guest performers"	3	6	8
Other or vague criticisms: "Conflicts with curriculum"; "Dry"; "We cannot do things suggested on program"; "Film not so good as live"; "Not interesting" . . .	4	6	13
Percent mentioning no disliked aspects	30	30	48
Total number of cases	(100)	(79)	(75)

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[1] **Percentages add to more than 100 percent on indicated subtotals because many teachers named several features.**

Fifty-two percent of the New York City teachers criticized aspects of the program they were using, ranging over a wide variety of matters of teaching technique. Thirty percent of the New York City watching teachers could think of no reason for disliking their TV experience.

Few differences emerge between teachers in the several locations as regards the disliked features mentioned. New Jersey parochial teachers once again have the least to say. New York City teachers express slightly more concern than the others with poor viewing facilities in the school, the lack of advance announcements, and content which is geared too high for the pupils.

A more detailed examination of teachers' suggestions and criticism in response to fuller questioning will be found in chapters 13 and 14.

CHAPTER 11

IRREGULAR WATCHING AND ITS REASONS

Having discussed above what is watched, why, how, and with what reaction, we turn now to the negative side of the matter and inquire in this chapter why the viewing of programs is sometimes omitted, carried on irregularly, cut down in the course of the term, or even dropped.

Chapter 8 reported the number and kinds of programs "usually viewed" by each class; but "usual viewing" of a program does not necessarily mean that each of its showings is viewed throughout the semester. We therefore asked teachers:

Q. 10 -- Have you watched [this program] regularly since February 1 - I mean almost every time it is on?

(If the teacher "usually viewed" two or more programs, Q. 10 referred to one program randomly selected among them.)

Ninety-two percent in the parochial schools and only 70 percent in the public schools answered with an unqualified "yes." The others were seeing their "usual" programs at fairly rare intervals. In the public schools, 8 to 10 percent were seeing them less than once a month, i.e., they had in fact stopped seeing them altogether, although still naming them as "usually viewed" in the interview (table 22). About two-thirds of these less-than-regular viewers (17 percent of all watching teachers) indicated that they had watched their program more frequently earlier in the term.

When asked why they had cut down on viewing a program, dropped it, or, at any rate, were seeing it less often than it was offered, 40 percent of the 43 answering teachers blamed physical arrangements: "the viewing room was too crowded"; "our class was moved to a floor without TV," etc. Fifteen percent mentioned that more basic activities proved to require more attention ("viewing fell off with more emphasis on the three Rs in this slow class") or that the hours conflicted with other scheduled activities ("we have a conflict between yard and TV"). Thirty-five percent blamed the program - most often for being too elementary or repetitive of what was taught anyway. Thirteen percent gave miscellaneous other responses. (Percentages add to more than 100 percent because some teachers gave several reasons.)

In order to pinpoint the issue more sharply, we decided to focus on viewing that might have been missed during the week preceding the interviews, by asking:

Q. 12 -- There are often occasions when it becomes necessary to deviate from the planned viewing schedule. Did your class actually see the program you mentioned during the week just passed?

TABLE 22

REGULARITY OF WATCHING THE PROGRAM "USUALLY VIEWED"

Has This Program Been Watched Regularly Since February 1?	Per Cent of Watching Teachers		
	New York City	Four New York Counties	Newark Archdiocese
Yes	71	69	92
No: Frequency of viewing unspecified	2	1	1
Every week	2	6	3
Two or three times a month	9	8	1
Once a month	6	8	1
Less than once a month	10	8	1
	100	100	100
Total number of cases	(100)	(78)	(75)

TABLE 23

LAST WEEK'S WATCHING OF THE PROGRAM "USUALLY VIEWED"

Was This Program Actually Seen Last Week?	Per Cent of Watching Teachers		
	New York City	Four New York Counties	Newark Archdiocese
Yes, saw all showings	56	64	83
Missed some showings	1	1	5
Missed all showings	43	34	13
Total	100	100	100
Total number of cases	(91)	(74)	(64)

This question was worded so as to minimize the possible embarrassment of teachers who had indeed missed viewings "last week." This device proved successful. The somewhat shocking results are that only about 60 percent of the "watching teachers" in public school and 83 percent of those in the New Jersey parochial schools had seen all the showings of their "usual" program during the week passed, while most of the rest had seen none it (table 23).

In evaluating these figures, it must be remembered that our interviews took place very near the end of the term, and that the "week just passed" referred to in the question in many instances was the last week the school programs were on the air. (In instances where the interviews took place even later, the wording "the last week the programs were on" was substituted for "last week.") It is plausible that much of the non-viewing during that week was due to the end-term rush and not represenative of the state of affairs during most of the school year. (Half of those who had missed showings "last week" had asserted, in answer to Q. 10, that they had been watching their program regularly.)

When asked for the reasons for the missing of viewings "last week," 60 percent of the 66 answering teachers pointed to circumstances peculiar to that week, many of which may have been connected with the year-end rush—mainly, that some extraordinary activity interfered (table 24). Forty percent referred merely to the fact that they had already cut down on (23 percent) or dropped (17 percent) the programs, for reasons shown following table 22 above.

It should also be remembered that all the above questions, and hence the data of tables 22, 23, and 24 above, refer to one specified program for each interviewed teacher. Some of the multiple-program viewers who had "last week" missed seeing the one program that had been randomly selected for discussion had nevertheless managed to see some of their other "usual" programs. Hence the number of teachers who had not watched a single period of TV last week (table 25 below) is much smaller than that of teachers who had missed all showings of their specified usual program (table 23). Table 25 is based on replies to the question,

Q. 24a -- Altogether, how many periods did your class watch TV last week?

So far, irregularity of viewing has been considered in terms of programs missed. But irregularity can have a positive side also - perhaps classes occasionally see more than their "usual" programs. This was affirmed by only five of the 254 interviewed watching teachers with regard to the "week just passed" (Q. 23), but, as already noted, that week was blighted by the nearness of the end of the school year. Almost a third of the interviewed watching teachers affirmed that their class had, at one or another time in the course of the current term, watched other Regents' programs than the ones they had listed as "usually watched"-- most often for just one week or else intermittently (table 26).

TABLE 24

REASONS WHY SHOWINGS OF THE "USUALLY VIEWED PROGRAMS" WERE MISSED LAST WEEK

Reasons		Percent of all watching teachers
Reasons based on circumstances peculiar to last week:		60
This includes:		
Teacher was absent	6	
Extraordinary activity interfered (fire drill, trip, rehearsal)	29	
Unusually important class work which must not be interrupted	11	
Physical obstacles (TV set broken, viewing room not available)	11	
Other circumstances peculiar to last week	3	
Stopped seeing the program some time ago		17
We do not (or no longer) see the program regularly		23
Total who missed a showing last week and gave reasons		100 (66)

TABLE 25

PERIODS OF TV WATCHED LAST WEEK (All Programs Combined)

Number of Periods Watched Last Week	Percent of Watching Teachers New York City	 Four New York Counties	 Newark Archdiocese
None	26	24	11
One	45	50	4
Two	21	17	31
Three	4	6	3
Four	3	3	5
Five	--	--	9
Six, seven	1	--	15
Eight or more	--	--	22
Total	100	100	100
Total number of cases	(97)	(78)	(74)

TABLE 26
WATCHING OF PROGRAMS OTHER THAN THOSE "USUALLY VIEWED"

Has the Class Watched Any Other Programs This Term? For How Long?	Per Cent of Watching Teachers		
	New York City	Four New York Counties	Newark Archdiocese
No	72	67	64
Yes:			
For 1 week or less	15	10	21
For 2 to 4 weeks	2	4	3
For more than 4 weeks	1	8	-
Sporadically	8	9	7
No answer as to how long	1	3	5
Total	100	100	100
Total number of cases	(100)	(78)	(75)

TABLE 27
REASONS FOR DISCONTINUING PROGRAMS WATCHED EARLIER THIS TERM

Reasons	Percent of Teachers Who Have Discontinued a Program and Gave the Reason[1]
Never planned to continue	36
Other enriching activities became available or more tempting as the term progressed	4
More basic activities proved to require more attention .	1
Other periodic activities which had to take place at the same hour conflicted	16
Physical arrangements or equipment proved unsatisfactory	6
Program proved too difficult	14
Program proved too easy	13
Program proved not interesting to pupils; children bored (not otherwise specified)	3
Program proved unsatisfactory -- other reasons	10
Total who have discontinued a program and gave reason	(70)

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[1] Percentages add to more than 100 percent because some teachers gave more than one reason.

Over a third of these teachers spoke of genuinely "extra" viewings; i.e., occasional attendance at programs which they had never intended to follow systematically. The remainder had hoped to continue with the program, but found themselves dissuaded by bell schedule conflicts, inappropriate levels of advancement, or other factors (table 27).

CHAPTER 12

NONVIEWERS' REASONS AND CONDITIONS

The preceding chapters have dealt with the experiences and opinions of teachers who were watching TV in their classrooms during the spring of 1962. The present chapter will deal with teachers who were not using classroom TV at that time and with principals of schools in which TV was not being used, in three parts:

We will first present the conditions under which nonwatching teachers and principals of nonwatching schools would be ready to use TV. Next, nonwatching classes in watching schools will be examined as to reasons given and differentiating characteristics. The final section will be devoted to the reasoning of principals in schools that do not use TV at all.

The data in this chapter are limited to public schools in the State of New York (including New York City). Nonwatching New Jersey parochial schools were not sampled. And in the parochial schools where TV is watched and where interviews were carried out, no nonwatching teachers could be found on either the second or the fifth grade (Cf. appendix D).

Nonviewers' Conditions for Using TV

A series of questions asked of nonwatching teachers in watching or nonwatching schools, as well as of the principals of nonwatching schools, makes it possible to classify these individuals into three groups: (1) those who specified certain changes and conditions under which they would be willing to use TV; (2) those who would not use TV under any circumstances; and (3) those who, if it were up to them, would use it even without any changes in the present set-up. The latter category was understandably rare among the principals of nonwatching schools and among the teachers in watching schools who had elected not to use TV, but made up fully half of the teachers working in schools where they had no opportunity to use TV (table 28).

Table 28 also specifies the changes which would persuade some of the present nonviewers to use TV - if it were up to them. It is to be noted that many demanded two or even more changes simultaneously as conditions of their TV use. The most frequently mentioned improvements were: better facilities or arrangements in the school; greater coordination of the TV and school curricula; and the provision of courses in, or more emphasis on, specific subjects. The first two of these were mentioned especially prominently by the principals of nonwatching schools.

Other frequent demands called for changes in hours of showings and for fuller or prompter advance information about programs. The nonwatching principals also emphasized more challenging programs and improved teaching techniques.

TABLE 28

NONWATCHERS' CONDITIONS FOR USING TV

	Percent of: Nonwatching Teachers in		
	Watching Schools New York City and Four New York Counties combined[1]	Nonwatching Schools Four New York Counties[2]	Percent of Principals in Nonwatching Schools Four New York Counties[2]
I would use TV even without changes, if it were up to me	17	52	6
No, I would not use TV under any conditions	8	4	10
I would use TV if certain conditions were fulfilled	75	45	84
	100	100	100
Conditions specified:			
If viewing arrangements or facilities in the school were better	23	16	64
If programs conformed to our curriculum	13	13	32
If certain subjects, content, topics were taught (more)	26	12	20
If length, amount of repetition, etc. were improved	--	1	8
If programs were given at or repeated at different hours	13	9	16
If programs were harder, more challenging	2	5	14
If programs were easier	6	2	--
If we had more advance information about programs	11	8	16
If teaching techniques were improved	2	4	20
If I dealt with a less unusual kind of pupil	9	--	--
If other conditions were fulfilled	6	4	4
Total	(53)	(85)	(50)

---

[1] No second or fifth grade nonwatching teachers were found in the watching New Jersey parochial schools where interviews took place.

[2] Nonwatching schools in New York City and the Newark Archdiocesan system were not sampled. See appendix D.

Nonwatching Teachers in Watching Schools

These teachers were asked why they had not used TV (or, for the two-thirds who had used it at one time, why they had not used it since — Q. 7 and 8). Their answers (table 29) fall into the same categories as the "conditions for viewing" described above, but in rather different proportions, except for the renewed bemoaning of poor viewing facilities in the school. Evidently, the shortcomings listed in table 29 are to be regarded as the things that kept these teachers from using television; while the improvements listed in table 28 would persuade the teachers to use television after all — either by remedying the shortcomings that had kept them away, or by compensating for them through other advantages. In this light, for example, inconvenient hours may have kept some teachers away who would overcome this obstacle if the "right" subject matter were emphasized. (For specifications of desired subject matter, see chapter 13).

It will be noted that a few of these nonwatching teachers gave no reason for not watching TV, stating that the decision had not been theirs. Even some of those who **could** state the reason why their class had not been assigned TV said (Q. 10) the decision had not been theirs; altogether, 19 percent made such a statement (table 30, first column).

When the watching grade-mates of these nonwatching teachers were interviewed, an almost identical proportion (21 percent) stated (Q. 13) that the decision which class would watch had been made without their participation (table 30, middle column). However, the watching teachers more often spoke of a joint decision with the principal's office, while nonwatchers more often claimed exclusive responsibility for the decision not to watch. The principals of these same schools, when asked who had decided which class on a given grade would watch TV (Q. 62), gave responses more similar to those of the nonwatchers, i.e., they seldom spoke of a joint decision and ascribed most of the decisions to the teachers exclusively.

When asked directly why some classes on the same grade level were not using TV (Q. 18), most of these same watching teachers simply assigned the difference to the class teachers' preference, and most of the rest pleaded complete ignorance. Only 17 percent thought that watching by the more advanced class made the difference (table 31, middle column). The nonwatching teachers themselves (Q. 11) were not inclined to accept the explanation "teacher's preference", but otherwise gave rather similar responses when asked the converse question, why some classes on their grade level were using TV while they themselves were not (table 31, first column).

TABLE 29

REASONS FOR NOT WATCHING: NONWATCHING TEACHERS IN WATCHING SCHOOLS

	Percent of Nonwatching Teachers in Watching Schoo
	New York & Four New Y City Counties Con
My class does not use TV because:	
of poor viewing arrangements or facilities in our school	29
program deviates too much from our curriculum	14
certain subjects, topics, content are not taught (enough)	4
length, sequence, etc. of programs are unsuitable	2
programs are given at inconvenient hours	20
programs are too elementary, add nothing	11
programs are too hard	7
we lack adequate advance information about programs	5
it is too gadgety, has too much showmanship, not enough straight lecturing	2
other criticisms of teaching technique	4
other potentially removable reasons (not teaching techniques)	4
I deal with a special kind of pupil for whom TV is not suitable	4
it takes time away from basic teaching	15
other drawbacks inherent in TV	4
No reason -- the decision not to use TV was not mine	13
Total	(56)

---

[1] Percents total more than 100 percent because some teachers gave more than one reason.

TABLE 30

WHO DECIDED WHICH CLASS WOULD WATCH? WATCHERS', NONWATCHERS', AND PRINCIPALS' STATEMENTS COMPARED

Who Decided	Percent of Nonwatching Teachers	Percent of Watching Teachers	Percent of Principals in the Same Schools[1]
	on the same grade and in the same schools		
The class teacher (others had no say)	60	36	69
The class teacher after receiving scheduling information, recommendations, suggestions, etc. from the administration	--	24	3
The class teacher who checks with the administration re scheduling, appropriateness, etc.	--	9	--
The class teacher who discussed TV with someone else in the school	--	6	6
The school principal and/or other administrative officers in the school	19	21	14
Officers of the school system (outside the particular school)	--	--	--
Others	6	--	--
Don't know	15	4	9
Total	100	100	100
Total number of cases	(53)	(53)	(35)

---

[1] Plus four other watching schools in which a nonwatcher, but no watching grade-mate of his was interviewed; minus principals who did not answer about the grade in question.

The principals of these schools, when asked (Q. 62) for the basis on which it was decided that some classes would watch TV and others not, this time gave responses rather similar to those of their watching teachers (table 31, last column).

Asked explicitly whether the school had a policy regarding the assignment of TV to fast and slow classes (Q. 62), the principals of these schools (i.e., of schools where both watching and nonwatching teachers had been available for interview) tended to deny it: 89 percent said this consideration was not a factor in determining TV use, and most of the rest said it affected only the choice of programs, not the basic decision whether to watch at all. Principals of other schools answered in precisely the same vein.

Instead of asking teachers and principals why some classes on a given grade use TV and others do not, one may also make an objective comparison between the characteristics of the watching and nonwatching teachers and their classes. This is done in table 32 for the characteristics of the classes involved. The similarity of these classes with respect to the characteristics shown is quite surprising.

Table 33 compares nonwatching teachers with their TV-using colleagues on the same grade in terms of certain background characteristics. Here again, the similarities are more striking than the differences, albeit the average nonwatcher is somewhat younger, began teaching a little later, and is less far advanced toward a higher academic degree. All three of these traits are, of course, highly correlated with each other.

Nonwatching Schools

The characteristics that objectively differentiate TV-using from nonusing schools were presented in part I on the basis of data from the mail questionnaires. There remains merely the task of presenting the subjective reasons given by the principals of schools where no one used classroom TV.

TV had at one time been used on a regular basis in 15 of these schools (30 percent of the sampled nonwatching schools). Their principals were asked:

Q. 9 -- Why was TV taken up in this school at one time, and later dropped?

Their answers are shown in table 34.

Physical limitations and scheduling problems receive the bulk of the blame.

TABLE 31

WHY SOME CLASSES ON A GRADE WATCH AND OTHERS DO NOT: WATCHERS', NONWATCHERS', AND PRINCIPALS' STATEMENTS COMPARED[1]

Reasons	Percent of Nonwatching Teachers	Percent of Watching Teachers	Percent of Principals in the Same Schools
	on the same grade and in the same schools		
The class teacher's preference or discretion (not further specified)	20	46	49
Special interests of the class	-	--	3
The more advanced class watches	14	17	14
The slower class watches	4	--	--
Scheduling "fit": the schedule, availability of programs, etc. enabled the class to watch	8	4	9
The availability of a TV set	4	--	11
Other	4	--	9
Don't know	44	33	26
Total number of cases	(53)	(53)	(35)

---

[1] Percents total more than 100 percent because some respondents gave more than one answer.

TABLE 32

CHARACTERISTICS OF WATCHING AND NONWATCHING CLASSES [1]

	Percent of Watching Teachers	Percent of Nonwatching Teachers
	on the same grade in the same school	
a. Number of Pupils Enrolled		
Fewer than 25	13	11
25 - 29	34	34
30 - 34	32	40
35 or more	21	15
b. Range of Reading Grade Level Between Most and Least Advanced Pupils		
Range of 3 years or less	66	64
Range of 4 to 5 years	23	17
Range of 6 years or more	11	19
c. Reading Grade Level of Average Pupil, Compared to Grade Taught		
Below grade taught	8	15
Same as grade taught	45	45
1 year above grade taught	26	26
2 or more years above grade taught	21	13
d. Ability of Class Taught, Relative to That of Other Classes on the Same Grade		
Faster	28	35
Intermediate or average	19	16
All about the same, or only one class on the grade	34	25
Slower	17	24
	100	100
Total	(53)	(53)

---

[1] Based on Interview Q. 2, 3, and 5b.

TABLE 33

BACKGROUND OF WATCHING AND NONWATCHING TEACHERS[1]

	Per Cent of Watching Teachers	Per Cent of Nonwatching Teachers
a. Sex of Teacher	on the same grade in the same school	
Male	12	12
Female	88	88
b. Year of Birth		
1912 or earlier	17	19
1913-1922	15	15
1923-1932	40	27
1933 or later	28	38
c. Year Teacher Began Teaching		
1960 or later	23	21
1950 -59	44	62
1949 or earlier	32	18
d. Highest Academic Degree Earned		
B. A. or less	15	23
B. A. plus credits toward M. A.	42	48
M. A. or more	43	30
e. Has Teacher Had Courses or Workshops on A-V Techniques?		
No	40	47
Yes	60	53
f. How Many Hours a Week Does Teacher Watch TV at Home?		
Less than 5 hours	66	61
More than 6 hours	34	40
Total	100	100
Total number of cases	(53)	(53)

---

[1] Based on Interview Q. 34-38.

TABLE 34

PRINCIPALS' REASONS FOR DROPPING TV IN THE SCHOOL

Reasons	Percent of Principals in Nonwatching Schools Where TV Had Once Been Used on a Regular Basis [1]
Physical arrangements or equipment proved unavailable or unsatisfactory	53
Scheduling problems proved too difficult . .	47
Programs were geared too low	20
Subjects didn't coincide with our curriculum	13
Programs weren't doing anything the teachers couldn't do themselves	27
Programs proved unsatisfactory; reason unspecified	13
People who had advocated TV no longer made their voices heard	7
Other reasons	13
Total number of cases	(15)

---

[1] Percents total more than 100 because most principals gave more than one reason.

CHAPTER 13

DESIRED CHANGES IN TV PROGRAMS

Chapter 10 listed the attractive and unattractive features of teachers' recent experiences with classroom TV as these were revealed in the form most immediately salient to each teacher in his response to Q. 16. We will now attend at greater length to the more reflective comments on classroom TV and the programs offered which were elicited by the following battery of questions: [6]

Q. 27a -- What do you think of the Regents' programs that are offered on channel 11 at the present time?

b -- How could these programs be improved?

Q. 28 -- What is your judgment about the usefulness of TV in the classroom - assuming that your suggestions about programs were taken into account?

What are its good points?
What are its bad points?
What does its usefulness depend on?

Q. 29 -- Strictly from the teachers' point of view, what would you say are some of the things that make it pleasant to work with TV?

What are some of the things that make it unpleasant?

Q. 30 -- Would you say the teachers in this school are able to get maximum usefulness out of the TV programs that are offered?

-- IF "NO": Why not?

Q. 31 -- How, in your opinion, could TV be made more useful for the classroom?

An attempt was made in the formulation of these questions to elicit comments both on the programs actually offered, and on the use of classroom television per se, assuming perfect programming. This goal was achieved -- most respondents made comments of both kinds - although, as anticipated, teachers and principals did not restrict themselves to programing problems before Q. 28 was asked, nor to classroom television per se afterwards; indeed, there was considerable intermingling of the two kinds of comments. Besides, all four questions, 28 to 31, were essentially designed for the same purpose and were asked jointly only to maximize full responses by providing a number of different stimuli toward the same goal.

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[6] **These questions were asked of principals and teachers, and of TV users and nonusers alike, with only minor variations. (They bear Q. Nos. 27-31 on the schedule for teachers in watching schools, Q. 3-5 for teachers in nonwatching schools, and Q. 12-13 and 3-5 for principals.)**

For all these reasons, the replies to all these questions (Q. 27-31) were treated as a whole, and the comments made in reply to any of them were divided into three groups, disregarding which particular question elicited them:

1 Suggestions and criticisms of the actual programs offered on channel 11, i.e., matters in the broadcaster's domain.

These constitute the most diverse group and are discussed in the present chapter.

2 Suggestions and criticism for action in the school or school system, not involving action by the broadcaster. These will be taken up in the next chapter.

3 Inherent assets of classroom TV as well as its inherent limitations and drawbacks that nothing can be done about. They will also be reserved for the next chapter.

Overall Rating of Programs

First, however, we will look at the over-all ratings given the programs in immediate response to the question:

Q. 27a -- What do you think of the Regents' programs that are offered on channel 11 at the present time?

Teachers and principals were free to answer in their own words, and we divided their evaluations into five groups: emphatic endorsement, other unqualified approval, approval with qualifications, "some programs are good, some bad," and fair (or worse). As tables 35 and 36 show, a majority in each interviewed group save one gave the programs unqualified approval.

Several instructive comparisons can be made in tables 35 and 36. First of all, while few of the watching teachers and principals of watching schools had difficulty in expressing an over-all rating, many of the nonwatching teachers and many of the teachers and principals in nonwatching schools appropriately refrained from expressing such a judgment (bottom row of both tables).

Secondly, among those teachers that did express a judgment, expressions of unqualified approval, and especially the more emphatic endorsements, are much more prevalent if the teacher watches TV than if he does not. (About 25 percent of watchers in each locality give such an emphatic endorsement, contrasted with about 10 percent of nonwatching teachers.) Contrary to expectation, however, nonwatchers in watching schools differ from teachers in nonwatching schools only in their slightly more polarized opinions.

Thirdly, New York City teachers, whether they watch TV or not, less often express dubious judgments about TV than their counterparts outside the city.

Finally, principals seem to be markedly less enthusiastic than watching teachers and, in New York City, even than nonwatching teachers. Principals

TABLES 35 AND 36

OVERALL RATING OF PROGRAMS

Four New York counties outside of New York City

What do you think of the Regents' programs that are offered on Channel 11 at the present time?	Per cent of teachers in watching schools			Per cent of principals of	
	who watch	who do not watch	nonwatching schools	watching schools	nonwatching schools
They are:					
good--emphatic	29	12	9	10	9
good	36	35	44	44	42
good, but...; fair, poor	35	53	47	46	49
Total giving a rating	100 (78)	100 (17)	100 (55)	100 (52)	100 (33)
Per cent not giving a rating	1	32	38	4	34
Total individuals	(79)	(25)	(89)	(54)	(50)

Watching schools in New York City and New Jersey

What do you think of the Regents' programs that are offered on Channel 11 at the present time?	New York City Teachers			Newark Archdiocese (all watch)	
	who watch	who do not watch	Principals	Teachers	Principals
They are:					
good--emphatic	24	12	6	25	7
good	52	64	46	40	52
good, but. . . ; fair, poor	24	24	48	35	41
Total giving a rating	100 (99)	100 (25)	100 (48)	100 (75)	100 (44)
Per cent not giving a rating	1	22	13	--	6
Total individuals	(100)	(32)	(55)	(75)	(47)

give almost the same distribution of opinions everywhere, regardless of the location or public-parochial nature of their schools, or whether TV is watched in their school or not. (Note, however, that principals of nonwatching schools less often express an opinion.)

How Could These Programs (in General) Be Improved?

Although teachers and principals had been invited to comment on the Regents' TV programs as a whole, most of them - not unexpectedly - singled out specific programs or at least specific subjects for comment - either instead of, or in addition to, comments on the programs as a whole. Because many of the ostensibly general remarks were, no doubt, also made with some particular program or programs in mind, we will first report on the nature of all comments treated as a unit, disregarding whether or not the respondent explicitly tied them to a particular program or subject. Later in this chapter, we will single out the comments made about particular programs.

Because the comments made were very diverse, it seems best first to give a summary picture of the comments, classified into the 12 categories of table 37, which also gives their proportionate frequency among watching teachers in New York City public schools. Immediately following, illustrations and details on most of these catagories will be presented. Then we will proceed to a comparison of teachers and principals in different situations.

About one-third of the New York City watching teachers who were interviewed, it will be noted, expressed no desire for any specific change in the educational TV broadcasts. The remaining two thirds made suggestions in one or more of the categories indicated in table 37.

Only 4 percent were concerned with the subjects covered, mainly calling for more courses or more emphasis on certain subjects; most frequently named was language arts (English), followed by social studies and mathematics (cf. tables 39 and 40 below).

A complaint more frequently made by New York City watching teachers (13 percent) concerned the timing of the TV showings. Of the remarks in this category, about one-third wanted programs shown or repeated at different hours; one-third wanted courses to be made up of a larger number of TV showings per week; and one-third called for units longer than 20 minutes.

Almost 10 percent expressed concern with the amount of summary, repetition, and continuity occurring on the televised programs. The bulk of the teachers making these remarks wanted to see more summaries or repetition to form a bridge between individual showings; a few wanted less. Simultaneously, some of them called for longer sequences or more continuity between programs, while somewhat fewer favored more independent showings.

TABLE 37

PROGRAM CHANGES DESIRED BY WATCHING TEACHERS IN NEW YORK CITY

How could these programs be improved?	Percent of watching teachers in New York City[1]
There should be:	
Changes in subjects covered or emphasized . . .	4
Changes in hours, length, or times per week . . .	13
More or less repetition, summary, continuity, independence of showings	9
Harder programs	10
Easier programs	19
More programs appropriate to the given grade level	10
More assignments or things for pupils to do between or during showings	6
More visual work, demonstrations; less lecturing	13
More straight lectures, fewer gadgets (including fewer musical instruments)	3
Better teachers (including better TV performers)	5
Better communication or co-ordination between broadcasts and school	15
Other suggestions	11
No suggestions	33
Total number of cases	(100)

---

[1] Percents total more than 100 because some teachers made more than one suggestion.

Harder or more challenging programs were demanded by 10 percent of the New York City watching teachers, easier programs by nearly 20 percent, and more programs appropriate to the lower grade levels by 10 percent.

Some of the watching teachers in New York City made fairly specific recommendations about the teaching techniques used on the television screen. Thus, 6 percent wanted the programs to provide for more participation by the students in class, more things for them to do during or between programs, or to incorporate quizzes for the pupils. Thirteen percent were concerned that educational TV was not taking sufficient advantage of its prime asset to be "visual," by neglecting views and demonstrations in favor of too much straight lecturing. A much smaller number (3 percent) voiced the opposite complaint - that television shows were "too gadgety," and should contain more expository material and actual lectures.

Five percent simply called for "better teachers on TV"— and about a third of these specified that the present personnel were good enough as teachers, but not good enough T V performers.

A surprisingly large percentage of the New York City watchers (15 percent) were concerned with the quality of communication or co-ordination between the broadcasts and the schools. This includes the wish for more conformity of TV programs to the curriculum of the particular school (three-fifths of these comments); for the program's conformity to some textbook that was available for classroom use (one-fifth); a suggestion that questions sent in by pupils would be answered on future broadcasts, and some desire for making previews or videotapes of last year's showings available for teachers' preparation (about one-tenth of these comments each).

The 11 percent who made "other suggestions" addressed themselves to matters of technique, such as more pauses, slower delivery; to the desirability of having children appear on the TV screen; to specifics such as "more feeling words"; or to matters of general approach - such as demanding "more current material, less basics" (also the opposite), more realistic mirroring on TV of the lives of pupils from the less well-to-do majority; and so on.

The comments tabulated in table 37, and in analogous tables later in this chapter, are only those which teachers (or principals) mentioned spontaneously, in answer to the very broadly phrased questions shown at the beginning of the chapter. But on a few of these issues, teachers' and principals judgments were also asked for explicitly. Two issues were tapped through the following questions:

Q. 27d -- Are you satisfied with the length of the 20-minute unit?

Q. 27e -- Are you satisfied with the number of times a series has to be watched to make a worthwhile unit?

Responses to these two specific questions are shown in table 38, and are easily summarized: about 30 percent of the teachers asked for showings longer than 20 minutes, a very small group would like shorter ones, and the remainder were satisfied or had no opinion. From 4 to 11 percent of teachers would like to see longer sequences, somewhat fewer would like to see more independent programs, and the remainder were satisfied or had no opinion on this subject.

A third issue that was approached through an explicit question was the following:

> Q. 27c -- Are there any particular subjects that should be emphasized, or new programs that you would like to see developed?

Replies to this question are shown in table 39 for teachers, and in table 40 for principals.

Having described and illustrated in some detail what manner of comments fell into each of the categories introduced in table 37, we are now ready to compare teachers and principals in the several locations and viewing categories in these respects. Table 41 presents the situation for watching and nonwatching teachers in New York City, in the four selected counties outside of New York City, and in the Newark Archdiocesan school system.

Comparing at first only the watching teachers in the three different locations, the number suggesting changes of any kind was smallest in New York City and largest in the New Jersey parochial sample. The New Jersey teachers, more than those in the public schools, expressed desires for more frequent summaries and tie-ins on the programs, for more quizzes and assignments for the pupils to do during and between programs, and for less "gadgety" showings (the latter, in New Jersey, often referred to the use of the ukulele in a music program). There are also a few other differences.

Nonwatching teachers have understandably fewer specific suggestions to make than watching teachers and, interestingly, especially frequently bemoan the presumed lack of co-ordination and communication between broadcasters and schools. In other respects, they differ so much among themselves (by location) that it is difficult to contrast them as a group with the watching teachers.

Table 42 gives the corresponding picture for principals. Once again it is the New Jersey representatives who most often call for more frequent summaries and repetitions, for more "things for pupils to do," and for more lecturing (fewer gadgets). New Jersey principals also express a frequent wish for better TV teachers. On the other hand, it is the public school principals who express surprisingly frequent concern with co-ordination and communication between the school and the TV program planners. (The bulk of these remarks refer to more conformity of TV programs to school curriculums; the remainder ask chiefly for more previews and the availability of video tapes.)

TABLE 38

PROGRAM AND SEQUENCE LENGTH: REPLIES TO EXPLICIT QUESTION

	Per cent of watching teachers		
	New York City	Four New York Counties	Newark Archdiocese
a. Programs should be:			
longer than 20 minutes	27	38	21
shorter than 20 minutes	5	3	—
o.k. or no opinion	68	59	79
	100	100	100
b. Sequences should be:			
lasting more weeks	11	9	4
lasting fewer weeks	7	5	7
o.k. or no opinion	82	86	90
	100	100	100
Total number of cases	(100)	(79)	(75)

TABLE 39

SUBJECTS TO BE EMPHASIZED MORE: TEACHERS' OPINIONS

Per cent of teachers in[1]

	watching schools			non watching schools		
	who watch			who do not watch		
Are there any particular subjects that should be emphasized or new programs that you would like to see developed?	New York City	Four N.Y. Counties	Newark Archdiocese	New York City	Four N.Y Counties	Four New York Counties
No, I don't know of any subjects that should be emphasized or developed more	34	29	35	8	33	16
Yes, the following:						
Science	6	10	7	25	28	47
Mathematics	16	13	11	4	17	12
Music	14	7	12	17	6	4
Foreign Language	4	8	3	4	--	2
English Language (language arts)	14	13	33	29	17	22
Art	6	1	3	12	--	4
Current Events(News)	3	7	4	4	6	6
Geography (travel)	2	8	3	8	11	7
History	4	8	13	8	6	10
Social studies--- other or unspecified	22	25	--	38	11	24
Other	6	3	1	8	--	4
Total number of cases	(89)	(76)	(75)	(24)	(18)	(68)

---

[1] **Percents total more than 100 because some teachers made more than one suggestion.**

TABLE 40

SUBJECTS TO BE EMPHASIZED MORE: PRINCIPALS' OPINIONS

Are there any particular subjects that should be emphasized, or new programs that you would like to see developed?	Per cent of principals of[1] watching schools: New York City	watching schools: Four New York Counties	watching schools: Newark Arch-diocese	nonwatching schools: Four New York Counties
No, I don't know of any subjects that should be emphasized or developed more.	18	32	25	7
Yes, the following:				
Science	8	22	15	23
Mathematics	16	16	20	27
Music	16	4	8	10
Foreign language	--	4	2	13
English language (language arts)	26	20	52	30
Art	16	4	5	7
Current events (news)	8	8	18	7
Geography (travel)	12	6	2	17
History	6	4	12	--
Social studies---other or unspecified	24	14	--	20
Other	12	10	--	13
Total number of cases.........	(49)	(50)	(40)	(29)

---

[1] Percents total more than 100 because some principals made more than one suggestion.

TABLE 41

PROGRAM CHANGES DESIRED BY TEACHERS

	Percent of teachers in[1]					
	watching schools					nonwatching schools
	who watch			who do not watch		
How could these programs be improved?	New York City	Four New York Counties	Newark Archdiocese	New York City	Four New York Counties	Four New York Counties
There should be:						
Changes in subjects covered or emphasized	4	9	8	9	--	1
Changes in hours, length, or times per week	13	24	19	12	4	9
More or less repetition, summary, continuity, independence of showings	9	6	25	9	8	9
Harder programs	10	18	11	3	36	18
Easier programs	19	8	28	6	--	11
More programs appropriate to the given grade level	10	9	15	28	6	10
More assignments or things for pupils to do between or during showings	6	8	16	3	--	7
More visual work, demonstrations; less lecturing	13	10	11	--	16	9
More straight lectures, fewer gadgets (including fewer musical instruments)	3	3	16	--	--	1
Better teachers (including better TV performers)	5	9	9	--	4	4
Better communication or coordination between broadcasts and school	15	15	20	9	32	20
Other suggestions	11	19	7	--	--	7
No suggestions	33	24	11	34	40	37
Total number of cases	(100)	(79)	(75)	(32)	(25)	(89)

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[1] Percents total more than 100 because some teachers made more than one suggestion.

TABLE 42
PROGRAM CHANGES DESIRED BY PRINCIPALS

How could these programs be improved?	Percent of principals of[1] watching schools New York City	watching schools Four New York Counties	watching schools Newark Archdiocese	nonwatching schools Four New York Counties
There should be:				
Changes in subjects covered or emphasized	14	7	2	14
Changes in hours, length, or times per week	14	24	13	8
More or less repetition, summary, continuity, independence of showings	6	7	34	6
Harder programs	2	15	13	12
Easier programs	22	9	21	2
More programs appropriate to the given grade level	31	17	11	12
More assignments or things for pupils to do between or during showings	6	4	13	4
More visual work, demonstrations; less lecturing	7	7	2	8
More straight lectures, fewer gadgets (including fewer musical instruments)	4	--	26	--
Better teachers (including better TV performers)	16	18	28	12
Better communication or coordination between broadcasts and school	47	43	23	34
Other suggestions	22	15	15	26
No suggestions	13	7	13	38
Total number of cases	(55)	(54)	(47)	(50)

---

[1] Percents total more than 100 because some principals made more than one suggestion.

New York City principals are the ones who most often ask for programs appropriate to a given (usually lower) grade level and for easier programs, while those in the four nearby counties are more likely to ask for harder (or more challenging) programs.

Principals of nonwatching schools make suggestions less often; when they do, they are more likely to be about curriculum co-ordination and previews than about anything else.

How do principals as a class (table 42) compare with teachers (table 41)? First, distinctly more of them (about 20 percentage points) have something to suggest - at least in watching schools. Second, they are very much more concerned with school-broadcast co-ordination than the teachers. Third, they distinctly more often call for better teachers on the TV program. Other differences are more sporadic and perhaps peculiar to one locality or another.

Watching teachers of different grades are compared in table 43. Perhaps the most interesting contrast here is that the lower-grade teachers more often want harder (or more challenging) programs, the higher-grade teachers easier programs - probably reflecting, in each case, minority dissatisfaction with programs that are tailored "too precisely" to the presumed requirements of a given grade.

How Could Specific Programs Be Improved?

As explained in the previous section of this chapter, teachers' and principals' comments under Q. 27-31, often made reference to programs in certain subjects, or even to specifically named programs. Up to this point, we have combined such comments with comments made on the Regents' programs as a whole. Now those programs or subjects on which a substantial number of teachers or principals commented will be singled out for special attention and comparison. Table 44 shows the frequency with which each comment was made by watching teachers and principals about science programs.

About two-thirds of those who chose to comment on science programs specifically expressed no desire for any particular changes in them (i.e., their comments were limited to statements of approval or praise of specific features).

Not so for other programs which were commented on by sufficient numbers of teachers to warrant tabulating their remarks (table 45). So few principals made specific comments about any subject other than science that they are omitted from this table. More than half of the teachers selecting to discuss TV programs in mathematics, music, Spanish, or **Tell Me a Story** pointed out features for improvement. The Spanish programs came off **rather the worst** in this respect, with the bulk of the remarks calling for easier programs and for more repetition, etc. It is quite likely that this is a reflection of the teacher's own difficulty in a subject with which he is not likely to be familiar; but one would have expected this same consideration to apply to science programs also. Perhaps it is simply

TABLE 43

PROGRAM CHANGES DESIRED BY WATCHING TEACHERS OF DIFFERENT GRADES

How could these programs be improved?	Per cent[1] of watching teachers grade 2	 grade 5
There should be: Changes in subjects covered or emphasized	33	10
Changes in hours, length, or times per week	18	18
More or less repetition, summary, continuity, independence of showings	6	20
Harder programs	17	8
Easier programs	7	29
More programs appropriate to the given grade level	13	9
More assignments or things for pupils to do between or during showings	12	8
More visual work, demonstrations; less lecturing	8	14
More straight lectures, fewer gadgets (including fewer musical instruments)	5	8
Better teachers (including better TV performers)	6	9
Better communication or co-ordination between broadcasts and school	10	23
Other suggestions	12	13
No suggestions	31	16
Total number of cases	(121)	(133)

---

[1] Percents total more than 100 because some teachers made more than one suggestion.

TABLE 44

CHANGES DESIRED IN SCIENCE PROGRAMS BY WATCHING TEACHERS AND PRINCIPALS OF WATCHING SCHOOLS

How could these programs be improved?	Percent making comments shown at left, among those commenting on the programs shown below Teachers			Principals
	Time for Science	Understanding Science	Science[1] Unspecified	Science Unspecified
There should be:				
Changes in subjects covered or emphasized	3	3	9	--
Changes in hours, length, or times per week	9	--	13	--
More or less repetition, summary, continuity, independence of showings	--	--	2	5
Harder programs	3	3	4	2
Easier programs	2	8	4	7
More programs appropriate to the given grade level	2	--	2	5
More assignments or things for pupils to do between or during showings	5	3	2	--
More visual work, demonstrations; less lecturing	3	3	--	2
More straight lectures, fewer gadgets (including fewer musical instruments)	3	--	2	--
Better teachers (including better TV performers)	5	6	--	2
Better communication or coordination between broadcasts and school	2	14	6	10
Other suggestions	3	--	2	--
No suggestions for changes . .	67	67	61	69
100%=Total commenting on program	(59)	(36)	(46)	(42)

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[1] Includes 9 teachers who commented on Exploring Science.

TABLE 45

CHANGES DESIRED BY WATCHING TEACHERS IN MATHEMATICS, MUSIC, SPANISH, AND "TELL ME A STORY" PROGRAMS

	Percent of teachers making comments shown at left, among those commenting on the programs shown below			
How could these programs be improved?	Math	Music	Spanish	Tell Me a Story
There should be:				
Changes in subjects covered or emphasized	--	--	--	--
Changes in hours, length, or times per week	9	--	--	12
More or less repetition, summary, continuity, independence of showings	11	--	31	3
Harder programs	14	--	--	18
Easier programs	26	19	46	--
More programs appropriate to the given grade level	3	12	4	--
More assignments or things for pupils to do between or during showings	3	--	--	3
More visual work, demonstrations; less lecturing	--	--	8	9
More straight lectures, fewer gadgets (including fewer musical instruments)	--	23	4	3
Better teachers (including better TV performers)	9	4	8	--
Better communication or coordination between broadcasts and school	11	4	--	6
Other suggestions	3	4	--	12
No suggestions for changes . .	34	42	19	46
Total commenting on program . . .	(35)	(26)	(26)	(33)

more accepted as an inescapable evil that "science is hard." Music comes in for numerous demands for "more lecturing" - largely a reflection of "ukulele-fatigue."

Rating of Specific Programs

In conclusion of this chapter, ratings assigned by watching teachers and principals of watching schools to these same seven programs or subjects are presented. These ratings were obtained analogously to the over-all ratings presented in the first section of this chapter (tables 35 and 36). It should, however, be remembered that teachers and principals had not been asked to rate programs individually, and that those whose evaluations - positive or negative - appear under each program above are only the self-selected group who chose to give an evaluative comment about the particular program in question. (See table 46).

TABLE 46

RATINGS OF SELECTED PROGRAMS

Watching Teachers	Per cent among those who comment on the programs shown at left, who rate them: good (emphatic)	good	good, but . .; fair, poor	Total rating the program[1] (=100%)
Time for Science	42	46	12	(52)
Understanding Science	40	43	17	(35)
Science, unspecified (includes 9 who commented on Exploring Science)	32	55	12	(40)
Mathematics	13	29	58	(31)
Music	9	4	86	(22)
Spanish	4	4	92	(25)
Tell Me a Story	29	32	39	(31)
Principals of Watching Schools				
Science, unspecified	40	45	14	(42)

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[1] These totals are slightly smaller than in tables 44 and 45 because a few respondents suggested changes in programs without expressing a rating.

CHAPTER 14

COMMENTS ON IN-SCHOOL POLICIES AND CLASSROOM TV AS A MEDIUM

In-School Obstacles

Chapter 13 has dealt with those responses of teachers and principals to Q.27-31 (quoted early in chapter 13) which concerned the offerings on channel 11 - suggestions and criticism that call for action by those who have charge of the educational TV broadcasts.[7] We now turn to those suggestions and criticisms which concern action within the school or school system, not involving action by the broadcaster. These are teachers' and principals' listings of obstacles to maximum usefulness of TV, of ways to make it more useful, of bad points and of things that make TV unpleasant to work with - insofar as they could be handled by action within the school or school system. Table 47 presents the frequency of these remarks among watching teachers.

Inadequate provision with sets heads the list of these complaints, followed by "inadequate rooms or spatial arrangements." These are correlative matters, for, where there is a TV set in every classroom, no special rooms or spatial arrangements for TV are necessary. New Jersey parochial teachers, heeding the objective situation, rarely voice either of these objections and consequently voice complaints of in-school obstacles altogether less frequently than do their public school counterparts.

The corresponding remarks made by principals of watching schools are shown in table 48. Here, the contrast between the New Jersey parochial schools and the rest comes into even sharper focus: 90 percent of public school principals, but less than half of the parochial school principals voice complaints about arrangements and facilities in their own schools. For the public schools, insufficient sets and poor spatial facilities or arrangements again head the list, and are felt with especial bitterness by the principals in New York City. Public school principals understandably express more complaints than teachers do about the teachers' own shortcomings: lack of training in TV use, inadequate attention given to class preparation and follow-up in connection with TV viewings. Lack of advance information about programs comes in for more attention outside the city than in New York City itself. Some of the principals in the Newark Archdiocesan system complain of "too rigid assignment of programs to classes" (in this case, on a system-wide basis); interestingly enough, their teachers hardly make this complaint at all.

Table 49 shows comments on in-school obstacles on the part of nonwatching teachers and principals of nonwatching schools. Appropriately, the proportion who make any comments of this kind at all is smaller in nonwatching than in watching schools. Interestingly enough, however, nonwatching teachers in watching schools have just as much to say as their watching colleagues. They complain

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[7] Q. 27-31 correspond to Q. 3-5 and 12-13 on some of the schedules. See footnote 6, first page of preceding chapter.

TABLE 47

IN-SCHOOL OBSTACLES AS SEEN BY WATCHING TEACHERS

	Per Cent of Watching Teachers [1]		
	New York City	Four New York Counties	Newark Archdiocese
Insufficent number or maintenance of sets. . . .	42	52	12
Wrong kinds of sets, tables, installations; no antenna. .	7	4	3
Inadequate room, spatial arrangements	29	15	8
Poor scheduling of hours, set assignment procedure . .	2	3	-
Inappropriate or too rigid assignment of programs to classes by administration or system; teachers not given enough leeway.	4	2	2
Inappropriate choice of programs by teachers	3	17	4
Teachers not adequately trained for TV use	3	4	1
Teachers do not prepare, follow up, use TV adequately (no mention of teacher training).	5	5	4
Teachers lack sufficient advance information on programs.	12	14	1
Other.	1	-	-
None mentioned	31	34	56
Total number of cases. . . .	(100)	(79)	(75)

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[1] Percents total more than 100 because some teachers saw more than one obstacle.

TABLE 48

IN-SCHOOL OBSTACLES AS SEEN BY PRINCIPALS OF WATCHING SCHOOLS

	Per Cent of Principals of Watching Schools[1]		
	New York City	Four New York Counties	Newark Archdiocese
Insufficient number or maintenance of sets.	69	56	11
Wrong kinds of sets, tables, installations; no antenna. .	5	20	6
Inadequate room, spatial arrangements.	44	26	2
Poor scheduling of hours, set assignment procedure. . .	-	-	9
Inappropriate or too rigid assignment of programs to classes by administration or system; teacher not given enough leeway.	5	-	15
Inappropriate choice of programs by teachers.	9	2	2
Teachers not adequately trained for TV use.	13	19	-
Teachers do not prepare, follow up, use TV adequately (no mention of teacher training).	13	7	6
Teachers lack sufficent advance information on programs	15	35	11
Other.	-	-	-
None mentioned.	11	9	53
Total number of cases.	(55)	(54)	(47)

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[1] Percents total more than 100 because some principals saw more than one obstacle.

TABLE 49

IN-SCHOOL OBSTACLES AS SEEN BY NONWATCHING STAFF [1]

	Per Cent of nonwatching Teachers			Per Cent of Principals of nonwatching schools
	In watching schools		In non-watching schools	
	New York City	Four New York Counties	Four New York Counties	Four New York Counties
Insufficient number or maintenance of sets.	31	36	25	44
Wrong kinds of sets, tables, installations; no antenna.	19	20	20	22
Inadequate room, spatial arrangements.	22	8	15	2
Poor scheduling of hours, set assignment procedure. . .	-	-	-	-
Inappropriate or too rigid assignment of programs to classes by administration or system; teacher not given enough leeway.	-	-	3	-
Inappropriate choice of programs by teachers.	—	-	-	-
Teachers not adequately trained for TV use.	3	4	2	4
Teachers do not prepare, follow up, use TV adequately (no mention of teacher training).	9	-	4	2
Teachers lack sufficient advance information on programs.	6	20	32	20
Other.	-	-	-	-
None mentioned.	34	32	42	42
Total number of cases.	(32)	(25)	(89)	(50)

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[1] Percents total more than 100 because some respondents saw more than one obstacle.

of inadequate numbers of sets less often but compensate for this by speaking more often of sets in bad repair, poorly selected models, inadequate auxiliary installations, and the like. Altogether, nonwatching personnel concentrate their remarks on a few main issues; it takes experience with TV to think of the more specialized complaints.

Inherent Good Points of Classroom TV

Table 50 lists TV's inherent assets as a classroom medium (as opposed to features associated with the particular content of what has been put on the air), as they were given by watching teachers in reply to Q. 27-31, and in particular to the following questions:

> Q. 28 -- What is your judgment about the usefulness of TV in the classroom - assuming that your suggestions about programs were taken into account?
>
> What are its good points?
>
> Q. 29 -- What are some of the things that make it pleasant to work with TV?

It will be noted, first, that almost no one was at a loss to indicate some good things about classroom TV; in fact, the average watching teacher made comments in 2.6 of the categories listed in table 50. Second, the most frequently named feature that makes classroom TV a "good thing" was its ability to overcome the physical limitations of the classrooms, by making possible the use of expensive equipment, the exhibition of involved demonstrations, access to scenes in distant places, and so on. This category ranked first among watching teachers in all locations.

Close seconds (especially close in New York City) are: the realization that the TV screen can expose the pupil to TV teachers who may be more advanced or more expert in their subjects than the classroom teacher herself; the remark that the TV experience is likely to be dramatic, interesting, and motivating for the children; and the somewhat less specific approval of the use of TV because it is a visual medium.

Many praised TV for exposing the children to a variety of teachers rather than to the single person of the classroom teacher or for "supplementing the curriculum" without specifying just how that was done.

A rather interesting set of comments are those that refer to what TV does to or for the teacher rather than for the pupils directly. About one-fifth of the watching teachers remarked that the TV program broke up the day for the teacher, gave the teacher a much-needed chance to relax, or the like; about the same number expressed the view that the teacher picked up valuable hints about teaching procedure from the TV screen, and the same number again thought that teachers enriched their own knowledge of subject matter through watching the classroom

TABLE 50

INHERENT GOOD POINTS OF TV AS SEEN BY WATCHING TEACHERS

	Percent of Watching Teachers[1]		
	New York City	Four New York Counties	Newark Archdiocese
Overcome physical limitations of classroom . .	35	39	31
Brings specialists to classroom; fills in where teacher is limited	31	35	20
Exposes children to variety of teachers or to another teacher — without implication that TV teacher is "better"	16	22	25
Supplements curriculum with material not otherwise covered (not specified as above)	27	25	19
Instruction is up to date, flexible, can emphasize current topics	1	2	3
Kids used to listening to TV; children like TV, are familiar with it, will listen, is a familiar medium; helps with discipline	1	2	3
Visual material is remembered better, makes bigger impression; "Is visual" (not otherwise specified).	35	30	28
Is dramatic, interesting, motivates children . .	34	25	24
Breaks up the day for the children	9	10	15
Breaks up the day for the teacher; is relaxing for the teacher	20	16	27
Teacher learns subject matter	18	27	16
Teacher learns order and arrangement of topics over the term (curriculum plan)	5	4	3
Teacher learns teaching procedure	16	25	27
Allows teacher to watch children's responses .	1	5	4
Saves teacher the time of preparing lecture . .	1	5	--
Gives information concisely, concentratedly, comprehensively; is good for review	1 1	1	--
Other	5	1	5
No inherent good points mentioned	--	2	7
Total number of cases	(100)	(79)	(75)

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[1] Percents total more than 100 because some teachers made more than one point.

programs. The analogous remark "TV breaks up the day for the children" was made by only about one tenth of the watching teachers, and still other remarks were made only by a few teachers here and there.

Some differences between watching teachers in the three locations can also be discerned in table 50.

TV's inherent assets as a classroom medium, as seen through the eyes of **principals** of watching schools, are tabulated in table 51. They differ in the distribution of their remarks from the teachers in the following ways, all essentially in line with their differing positions:

Principals (especially in the New Jersey parochial schools) more often uphold television's enriching and supplementing the curriculum; they less often mention its dramatic, motivating character or its visual nature; and they are less impressed with its virtue in breaking up the day for teachers and children. New York City principals, more often than teachers, point out that teachers can learn techniques from the TV shows, but the parochial principals mention this very seldom.

Table 52 completes the picture by listing the positive features mentioned by nonwatching teachers and principals of nonwatching schools.

Almost as many of these individuals as of their TV-using counterparts mention some inherent good points of classroom TV, but the average number of such points mentioned is less, and a number of the categories show a marked drop in frequency of mentions.

Inherent Bad Points of Classroom TV

So much, then, for TV's inherent good points. Its inherent bad points can be told much more briefly, for about one-half to three-quarters of the watching teachers as well as of the principals of watching schools indicated no inherent bad points of classroom TV; i.e., drawbacks which cannot be remedied either by changes in the programs or by changes in the procedures and facilities of schools. (This contrasts sharply with the multitide of their suggestions for changes in programs - see chapter 14.) Furthermore, the inherent bad points that were mentioned cover a quite narrow range as they were elicited by Q. 27-31, and in particular by the following:

Q. 28 — What is your judgment about the usefulness of TV in the classroom - assuming that your suggestions about programs were taken into account?

What are its bad points?

Q. 29 — . . . What are some of the things that make it unpleasant to work with TV?

Table 53 shows this for watching teachers, and table 54 for principals of

TABLE 51
INHERENT GOOD POINTS OF TV AS SEEN BY PRINCIPALS OF WATCHING SCHOOLS

	Percent of Principals in Watching Schools [1]		
	New York City	Four New York Counties	Newark Archdiocese
Overcomes physical limitations of the classroom	36	41	21
Brings specialists to classroom; fills in where teacher is limited	35	46	23
Exposes children to variety of teachers or to another teacher — without implication that TV teacher is "better"	13	9	21
Supplements curriculum with material not otherwise covered (not specified as above)	25	35	32
Instruction is up to date, flexible, can emphasize current topics	--	7	4
Kids used to listening to TV; children like TV, are familiar with it, will listen, is a familiar medium; helps with discipline	2	--	2
Visual material is remembered better, makes bigger impression; "Is visual" (not otherwise specified).	25	9	15
Is dramatic, interesting, motivates children . .	33	33	17
Breaks up the day for the children	--	2	13
Breaks up the day for the teacher; is relaxing for the teacher	--	2	4
Teacher learns subject matter	18	22	6
Teacher learns order and arrangement of topics over the term (curriculum plan)	5	--	--
Teacher learns teaching procedure	25	22	4
Allows teacher to watch children's responses .	--	2	2
Saves teacher the time of preparing lecture . .	--	--	2
Gives information concisely, concentratedly, comprehensively; is good for review	--	2	2
Other	--	6	2
No inherent good points mentioned	11	4	15
Total number of cases.	(55)	(54)	(47)

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[1] Percents total more than 100 because some principals made more than one point .

TABLE 52

INHERENT GOOD POINTS OF TV AS SEEN BY NONWATCHING STAFF [1]

	Percent of Nonwatching Teachers			Percent of Principals of Non-watching Schools
	In Watching Schools		In Non-watching Schools	
	New York City	Four N.Y. Counties	Four N.Y. Counties	Four N.Y. Counties
Overcome physical limitations of classroom	25	28	38	30
Brings specialists to classroom; fills in where teacher is limited	9	16	30	14
Exposes children to variety of teachers or to another teacher -- without implication that TV teacher is "better"	--	24	10	4
Supplements curriculum with material not otherwise covered (not specified as above)	9	24	22	20
Instruction is up to date, flexible, can emphasize current topics	--	8	11	10
Kids used to listening to TV; children like TV, are familiar with it, will listen, is a familiar medium; helps with discipline	6	8	18	20
Visual material is remembered better, makes bigger impression; "Is visual" (not otherwise specified)	34	40	32	22
Is dramatic, interesting, motivates children	12	16	14	14
Breaks up the day for the children	3	12	4	2
Breaks up the day for the teacher; is relaxing for the teacher	12	12	10	--
Teacher learns subject matter	9	24	16	10
Teacher learns order and arrangement of topics over the term (curriculum plan)	--	--	1	--
Teacher learns teaching procedure	19	4	11	4
Allows teacher to watch children's responses	--	--	1	--
Saves teacher the time of preparing lecture	6	8	10	2
Gives information concisely, concentratedly, comprehensively; is good for review	9	4	4	2
Other	3	--	1	10
No inherent good points mentioned	12	4	7	6
Total number of cases	(32)	(25)	(89)	(50)

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[1] Percents total more than 100 because some respondents made more than one point.

TABLE 53

INHERENT DRAWBACKS OF TV AS SEEN BY WATCHING TEACHERS

	Percent of Watching Teachers[1]		
	New York City	Four New York Counties	Newark Archdiocese
Hours, days of the week are inflexible	5	13	3
Cannot slow down, repeat, speed up to conform to the needs of the pupil	5	9	7
Cannot reorder or time TV lesson so as to coincide with the time when I handle the same topics in my teaching	1	5	8
No feedback, no communication from pupils to TV teacher; pupils cannot ask questions when they occur	11	29	15
Pupils regard TV as entertainment . . .	--	3	4
Discipline problems while watching . . .	5	--	--
Other	2	1	--
No inherent bad points mentioned . .	76	52	72
Total number of cases	(100)	(79)	(75)

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[1] Percents total more than 100 because some teachers found more than one drawback.

TABLE 54

INHERENT DRAWBACKS OF TV AS SEEN BY PRINCIPALS OF WATCHING SCHOOLS

	Percent of Principals of Watching Schools[1]		
	New York City	Four New York Counties	Newark Archdiocese
Hours, days of the week are inflexible	13	4	2
Cannot slow down, repeat, speed up to conform to the needs of the pupil	13	9	6
Cannot reorder or time TV lesson so as to coincide with the time when I handle the same topics in my teaching	9	7	2
No feedback, no communication from pupils to TV teacher; pupils cannot ask questions when they occur	24	22	11
Pupils regard TV as entertainment . . .	9	9	4
Discipline problems while watching . . .	--	--	--
Other	--	--	--
No inherent bad points mentioned	58	61	77
Total number of cases	(55)	(54)	(47)

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[1] Percents total more than 100 because some principals found more than one drawback.

TABLE 55

INHERENT DRAWBACKS OF TV AS SEEN BY NONWATCHING STAFF[1]

	Percent of Nonwatching Teachers			Percent of Principals of Non-watching Schools
	In watching Schools		In Non-watching Schools	
	New York City	Four N.Y. Counties	Four N.Y. Counties	Four N.Y. Counties
Hours, days of the week are inflexible	9	16	11	14
Cannot slow down, repeat, speed up to conform to the needs of the pupil	6	24	7	14
Cannot reorder or time TV lesson so as to coincide with the time when I handle the same topics in my teaching	--	8	16	16
No feedback, no communication from pupils to TV teacher; pupils cannot ask questions when they occur	16	24	37	42
Pupils regard TV as entertainment	3	4	4	4
Discipline problems while watching	6	--	2	--
Other	--	12	6	4
No inherent bad points mentioned	66	36	39	36
Total number of cases	(32)	(25)	(89)	(50)

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[1] Percents total more than 100 because some respondents found more than one drawback.

watching schools. The point most frequently mentioned by both watching teachers and watching principals is the lack of feedback in televised instruction. Rigidity of schedule is next.

Nonwatching teachers and principals of nonwatching schools understandably have considerably more to point out by way of TV's inherent drawbacks, but the relative frequency of the kinds of comments made (table 55) is not much different from those given by TV-using personnel.

Limitation of TV's Usefulness to Certain Kinds of Pupils, Subjects, and Situations

One kind of remark which was made fairly frequently by the interviewed teachers and principals in response to Q. 27-31 (quoted at the beginning of chapter 13) was of the form, "Television is good only if . . ." Such comments asserted that classroom TV was useful only with certain kinds of pupils, in certain subjects, or if used in certain ways. Assertions of this kind have been reserved for the present section and are summarized, for watching teachers, in table 56.[8]

Most frequent by far of all these remarks is the opinion that classroom television requires, to be useful, that the teacher go out of his way or be uncommonly good at integrating the television experience with that of the classroom itself. One-third to one-half of the watching teachers expressed this opinion.

A much lesser number claimed that classroom television was good only (or chiefly) in a few (usually two) specific subjects: Science was virtually always one of the subjects singled out, a second one frequently (one-third of the time) being mathematics. The negative comment, that television was useless in one or two specified subjects, was somewhat more common: Language arts (English language) was selected for this honor about half the time that this comment was made at all, mathematics about a third of the time, others occasionally.

A frequent comment was that TV benefits only, or chiefly, bright children, but there were also some of the opposite opinion. That TV is good only in small classes was mentioned only by the New York City teachers—perhaps because they have the most experience with big classes.

Principals of watching schools (table 57) were even more inclined than their teachers to circumscribe the usefulness of classroom TV with "if's" of this kind; a large majority (in the public schools) insisted that classroom TV did

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[8] Readers of the interview schedule will note that question 28 included the specific question, "What does its usefulness depend on?", with probes about subject matter, kind of pupils, viewing arrangements, way teacher uses it, and grade level. Tables 56-58, however, register only those matters that were either brought up spontaneously (i.e., before these probes) or else strongly expressed. Perfunctory agreements to the probes are not included.

TABLE 56

LIMITATIONS TO TV'S USEFULNESS AS SEEN BY WATCHING TEACHERS

	Per Cent of Watching Teachers [1]		
	New York City	Four New York Counties	Newark Archdiocese
Limitation of TV's usefulness to certain situations			
TV is good only if teacher goes out of his way to prepare, plan, follow up; is unusually good at using TV	48	46	31
TV is good only or chiefly for certain subjects	4	11	5
TV is not good or not much good for certain subjects	9	18	17
TV is good only or chiefly for:			
bright children	23	15	11
slow children	2	5	8
lower grades	-	2	-
higher grades	2	4	1
small classes	10	1	1
Useful only if well presented	-	-	4
Other	7	8	4
No limitations mentioned	31	21	39
Total number of cases	(100)	(79)	(75)

---

[1] Percents total more than 100 because some respondents listed more than one limitation.

TABLE 57

LIMITATIONS TO TV'S USEFULNESS AS SEEN BY PRINCIPALS OF WATCHING SCHOOLS

	Per Cent of Principals of Watching Schools [1]		
	New York City	Four New York Counties	Newark Archdiocese
Limitation of TV's usefulness to certain situations			
TV is good only if teacher goes out of his way to prepare, plan, follow up; is unusually good at using TV	89	78	45
TV is good only or chiefly for certain subjects	25	26	15
TV is not good or not much good for certain subjects	18	4	17
TV is good only or chiefly for:			
bright children	5	4	19
slow children	16	6	4
lower grades	2	7	-
higher grades	7	4	9
small classes	29	9	6
Useful only if well presented	-	2	-
Other	11	4	2
No limitations mentioned	4	19	38
Total number of cases	(55)	(54)	(47)

---

[1] Percents total more than 100 because some respondents listed more than one limitation.

TABLE 58

LIMITATIONS TO TV'S USEFULNESS AS SEEN BY NONWATCHING STAFF [1]

	Per Cent of Nonwatching Teachers			Per Cent of Principals of Nonwatching Schools
	In watching schools		In non-watching schools	
	New York City	Four New York Counties	Four New York Counties	Four New York Counties
Limitation of TV's usefulness to certain situations				
TV is good if teacher goes out of his way to prepare, plan, follow up; is unusually good at using TV	59	44	53	62
TV is good only or chiefly for certain subjects	28	12	15	12
TV is not good or not much good for certain subjects	12	8	10	6
TV is good only or chiefly for:				
bright children	12	8	2	-
slow children	3	4	-	6
lower grades	-	-	1	-
higher grades	3	8	6	6
small classes	9	4	8	-
Useful only if well presented	22	12	9	2
Other	-	-	1	4
No limitations mentioned	22	32	28	26
Total number of cases	(32)	(25)	(89)	(50)

---

[1] Percents total more than 100 because some respondents listed more than one limitation.

TABLE 59

RATING OF USEFULNESS OF CLASSROOM TV (ASSUMING PERFECTED PROGRAMING)

Four New York counties outside of New York City

	Percent of teachers in			Percent of principals of	
	watching schools		nonwatching schools	watching schools	nonwatching schools
What is your judgment about the usefulness of TV in the classroom — assuming that your suggestions about programs were taken into account?	who watch	who do not watch			
useful — emphatic	18	24	11	13	6
useful	48	40	54	70	54
useful, but...; or not very useful	34	36	37	17	40
	100	100	100	100	100
Total giving a rating	(79)	(25)	(89)	(52)	(50)

Watching schools in New York City and New Jersey

	New York City			Newark Archdiocese	
	Percent of Teachers who:		Percent of Principals	Percent of Teachers	Principals
	watch	do not watch		(all watch)	
useful — emphatic	35	7	14	26	11
useful	38	60	56	58	75
useful, but..;or not very useful	27	33	29	17	14
	100	100	100	100	100
Total giving a rating	(98)	(27)	(55)	(66)	(44)

TABLE 60

RATING OF USEFULNESS OF CLASSROOM TV, BY CHARACTERISTICS OF CLASS TAUGHT

	Per cent of New York City watching teachers teaching classes as shown at left who rate classroom TV			
	useful (emphatic)	useful	useful, but; or not very useful	Total (=100%)
a. Number of pupils enrolled				
fewer than 30	31	41	28	(29)
30 to 34	40	30	30	(40)
35 or more	31	45	24	(29)
b. Range of reading grade level between most and least advanced pupil				
range of 3 years or less	36	36	27	(63)
range of 4 years or more	32	38	30	(34)
c. Reading grade level of average pupil, compared to grade taught				
same as or below grade taught	38	38	24	(53)
one or more years above grade taught	31	38	31	(45)
d. Grade taught				
second	34	43	23	(47)
fifth	35	33	31	(51)

TABLE 61
RATING OF USEFULNESS OF CLASSROOM TV BY TEACHER'S BACKGROUND

	Percent of New York City watching teachers having characteristics shown at left who rate classroom TV			
	useful (emphatic)	useful	useful, but or not very useful	Total (=100%)
a. Sex of teacher				
Male	50	37	13	(8)
Female	33	37	30	(82)
b. Year began teaching				
1960 or later	30	43	26	(23)
1950-59	43	34	23	(35)
1949 or earlier	30	38	32	(37)
c. Highest academic degree earned				
B.A. or less	16	47	37	(19)
B.A. plus credits toward M.A.	41	37	22	(46)
M.A. or more	35	35	29	(31)
d. Has teacher had courses or workshops on A-V techniques?				
No	34	34	32	(53)
Yes	34	43	23	(44)
e. How many hours a week does teacher watch TV at home?				
5 hours or less	29	47	24	(55)
More than 8 hours	41	24	34	(41)

TABLE 62

RATING OF USEFULNESS OF CLASSROOM TV
BY PRINCIPAL'S BACKGROUND

	Per cent of principals of New York City watching schools having characteristics shown at left who rate classroom TV			
	useful (emphatic)	useful	useful, but; or not very useful	Total (=100%)
a. Sex of principal				
Male	12	62	26	(34)
Female	21	47	32	(19)
b. Year began teaching				
1940 or later	8	62	31	(13)
1930-39	29	48	24	(21)
1929 or earlier	8	50	42	(12)
c. Has principal had courses or workshops on A-V techniques?				
No	12	76	12	(17)
Yes	16	47	37	(38)

little good without extensive teacher participation in its integration into the school's work. The principals were rather less sure than their teachers that it is bright children who benefit most from TV; in New York City, in fact, more of them thought the opposite. Small classes again are the special desideratum for TV in the eyes of New York City staff.

Limitations expressed by nonwatching staff are tabulated in table 58.

Rating of Usefulness of Classroom TV

Chapter 13 has presented the ratings given by teachers and principals in answer to the question "What do you think of the Regents' programs . . . on channel 11?" After the persons interviewed had stated their criticisms of the programs, they were asked

> Q. 28 -- What is your judgment about the usefulness of TV in the classroom - assuming that your suggestions about programs were taken into account?

Once again, responses in each person's own words were taken down and classified into emphatic affirmation of usefulness, unqualified affirmation without emphasis, and qualifications and doubts about usefulness. These ratings presumably refer to classroom television as a medium rather than to the quality of current programing; their distribution is shown in table 59.

Qualifications and doubts appear here among one-third of teachers everywhere except for the New Jersey parochial schools. When teachers affirm TV's usefulness, the watching teachers more often do so with emphasis, but the trend is not quite consistent. With principals, the correlation between watching and belief in TV's usefulness is stronger. Watching teachers in New York City seem to think better of TV than watching teachers elsewhere; the reverse is true for nonwatching teachers.

Tables 60-62 cross-classify teachers' and principals' ratings of TV's usefulness with various characteristics of their classes and of themselves. Because of above-mentioned differences from location to location, it was decided to confine this cross-tabulation to one location, New York City. No clear contrasts emerge with these small numbers, although there appears to be some correlation with education (academic degree) and with homewatching of TV. In terms of years of teaching experience, it would seem to be a middle group that feels most positive about classroom television.

APPENDIX D

SAMPLING FOR PART II

Sampling of Schools

Of necessity, the interview survey had to restrict itself to a much smaller number of schools than could be handled by the mail questionnaire. It was felt that, in each sampled school, interviews must be held with the principal, the TV co-ordinator (if any), and with at least two or three classroom teachers (depending on whether both TV-using and nonusing teachers were present) - altogether from 3 to 5 persons in each sampled school. Together with the existing time and budgetary limitations, this meant in practice a ceiling of about 200 schools. In designing the sampling procedure, two desiderata came into conflict: The desire to maximize statistical soundness called for as large a sample as possible from one homogeneous universe of schools; the practical desire to give comprehensive coverage militated for the inclusion of at least some schools of every possible kind - elementary and high schools, public and private schools, TV-using and nonusing schools, schools in different states, counties, and systems, and so forth.

It was necessary to devise a compromise between these two conflicting considerations; like all compromises, it gives partial, but not complete, satisfaction to the argument on both sides. The decision was as follows:

1. To restrict the interview sample to elementary schools
2. To sample about three times as many TV-using schools as nonusing schools
3. To include schools in both New York and New Jersey, and both public and Roman Catholic parochial schools, but not all combinations of these types. (Instead, only public schools would be sampled in New York, only parochial schools in New Jersey. Private schools of other kinds and any schools in Connecticut were omitted.)
4. To restrict New York coverage to New York City and the nearby counties of Nassau, Suffolk, Westchester, and Rockland, and New Jersey coverage to the Archdiocese of Newark

On the basis of these decisions, four independent random samples of approximately 50 schools each were drawn from those that had returned the self-administered questionnaire:[9]

1. Fifty-five schools were randomly drawn and interviewed from public elementary schools using TV in New York City.

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[9] Appendix A contains a comparison of the 3,295 schools which had spontaneously returned a questionnaire with a subsample of other schools reached by special letter and telephone. It indicates no striking differences in TV viewing between those who returned the questionnaire spontaneously and those who did not.

2. Fifty-four schools were randomly drawn and interviewed from public elementary schools using TV in Nassau, Suffolk, Westchester, and Rockland counties.

3. Forty-nine schools were randomly drawn from TV-using elementary schools in the Roman Catholic Archdiocese of Newark, N. J.; two refused, the remaining 47 were interviewed.

4. Fifty-one schools were randomly drawn from public elementary schools in Nassau, Suffolk, Westchester, and Rockland counties that were not using TV; one refused, the remaining 50 were interviewed.

It had originally been planned to include nonviewing schools from New York City and the Newark parochial system as well, but this plan was abandoned when it was realized that nonviewing schools in these two locations were very few in number and probably marked by peculiar local characteristics that would make comparisons difficult.

Sampling of Individuals

Principals were interviewed in all schools, except for three schools where an assistant principal or other person was designated by the principal to be interviewed in his stead. After answering certain questions about himself, about his evaluation of channel 11 programs and classroom TV in general, about the history of TV use in the given school, and about the assignment of special TV duties to school staff, principals of TV-using schools were asked:

> Q. 25 — . . . I have some questions about your viewing schedule and how it is set up. Who would be the best person to talk to about that - you, or one of the persons you have just mentioned?

Depending on the principal's answer, questions about TV equipment and physical arrangements in the school, as well as about the manner and grounds of making decisions about TV viewing in various classes (i.e., Q. 55-71), were either asked of the principal himself, or of the person he designated, referred to in this report as the "TV co-ordinator." Such co-ordinator interviews took place in 36 schools in New York City and in 12 schools in the four nearby New York counties. (Co-ordinators were also asked questions about themselves, about their view of the school staff's division of labor concerning TV, and about their own evaluation of channel 11 programs and classroom TV in general; but the results are not included in this report.)

As for the selection of teachers, the plan was as follows: In TV-using schools, a teacher would be randomly selected from those using TV on the second grade, and one on the fifth grade; in addition, a teacher would be randomly selected from those not using TV on either the second or the fifth grade. (The choice between second and fifth grade was also to be a random one, but in those cases where it might prove impossible to interview a watching teacher on more than one of these grades, the nonwatching teacher had to be chosen from the same grade.) In schools where TV was not used, one teacher was to be randomly selected from those teaching the second grade, and one from the fifth grade. First grade and sixth grade teachers could be substituted for second grade and fifth grade ones, respectively, in the rare cases where this was necessary.

The principle of random selection of teachers could not be carried out so consistently as that of the random selection of schools. It did not seem warranted to travel to any but an occasional school more than once. This effectively limited the choice of teachers to those who were available for interviewing on the day arranged by telephone appointment with the principal. In addition, it was sometimes discovered by the interviewer on arrival at a school that the principal, misinterpreting our request, had already appointed a particular teacher or teachers to be interviewed — usually less than the number we had intended. It was difficult to replace, or sometimes even to supplement, these appointments by others that would be randomly selected.

A more benign reason for the failure to fulfill the quota of teachers outlined above is the fact that in many schools not all the postulated categories of teachers occurred. For example, there might be no nonwatching teacher on the second and fifth grade. (This was the case in 51 of the schools, including all or most of the 47 interviewed New Jersey parochial schools.) Or, there might be all watchers on the fifth grade, and all nonwatchers on the second grade. In such a case, only one teacher would be interviewed, a watcher on the fifth grade, since our rule required the nonwatching teacher to be selected from the same grade as an interviewed watching teacher. (This was the case in 13 of the schools.) The reasons for failures to interview three teachers in each watching school are tabulated in table 63.

"No such person" thus accounts for three-quarters of the missed nonwatching teachers and for under half of the missed watching teachers. "Other reasons" were that the person was absent, too busy, or unwilling to be interviewed, or that the principal would not allow the interview, or allowed no change in his preselection of teachers which left us short of the quota. "Other reasons" also includes cases where the reason was not ascertained.

In four watching schools, only the principal was interviewed. This was also true in two of the nonwatching schools (not shown in above table); in seven of the latter, only one teacher could be interviewed, and in 41 a teacher on both the second and fifth grade was interviewed, as planned.

The resultant number of interviewed persons in various positions and locations is shown in table 1 of the "Introduction to Part II."

APPENDIX E

INTERVIEW SCHEDULES FOR PART II

Five versions of the interview schedule were used and are reproduced on the following pages :

One for principals and TV co-ordinators of TV-using schools (pp. 185-195)

One for principals of schools not using TV (pp. 196-200)

One for teachers that use TV in their classrooms (pp. 201-210)

One for teachers who do not use TV in schools where others do use TV (pp. 211-213)

One for teachers in schools where no one uses TV (pp. 214-216)

TABLE 63

FULFILLMENT OF SAMPLING QUOTA OF TEACHERS IN WATCHING SCHOOLS

Number of interviews per school, with		Number of	Number of watching teachers			Number of nonwatching teachers		
				missed because			missed because	
watching teachers	non-watching teachers	schools	inter-viewed	no such person	other reason	inter-viewed	no such person	other reason
2	1	41	82	—	—	41	—	—
2	—	63	126	—	—	—	51	12
1	—	32	32	13	19	—	24	8
1	1	14	14	10	4	14	—	—
—	1	2	—	2	2	2	—	—
—	—	4	—		8	—	—	4
Totals		156	254	25	33	57	75	24

INTERVIEW WITH PRINCIPAL AND TV CO-ORDINATOR OF TV-USING SCHOOL

FACE SHEET DATA

Principal's Name ____________________

1. Identification Number ____________ Tel. No. ____________________

2. ____
(Name of school) (City or town) (County or borough) (State)

3. ( ) Public ( ) Private, no religious affiliation ( ) Private, with religious affiliation (specify:) ____________________

4. Sampled as: ( ) TV user ( ) nonuser (with TV set) ( ) No TV set

5. Letter sent—Date: ____________________

6. Record of telephone calls:

Date	Telephoned by	Remarks
________	________________	____________________
________	________________	____________________
________	________________	____________________

7. Appointment made for: Date __________ Hour __________

8. Traveling instructions:

9. Interviewer's Name: ____

ASK THE PRINCIPAL

1. a. The name of this school is ______________________________

   b. It belongs to the ______________________________ school system.

2. How many elementary schools are there in this system? ______________

3. When was the first TV set acquired by your school? ____________ (year)

4. And when did you first come to this school? ________________ (year)

5. When did you first become a principal? __________________ (year)

   a. When did you first become a teacher? ________________ (year)

   b. (Check without asking) Sex: ___ M ___ F

6. How was your first TV set acquired?

   ( ) out of the general budget of your school?

   ( ) out of funds provided by the system specifically for that purpose?

   ( ) through the PTA?

   ( ) in another way? (Specify: ______________________________)

7. When was the first time that any class in your school used educational TV on a continuing basis? __________ (year)

8. a. At that time, was it system policy that TV should be used regularly in all schools?

   ( ) Yes | ( ) No

   b. Had the system recommended regular use of TV, made it optional, or taken no action on the system level at all?

   ( ) system had recommended
   ( ) system had given option
   ( ) system had taken no action

   Remarks: ______________________________

   ____

9. a. Have there been any changes in system policy since then ?

( ) No | ( ) Yes :

b. What were they ?

10. Were you in favor of regular TV watching at the time it began in this school (or where you had your first experience with it) ?

( ) in favor ( ) undecided ( ) opposed

Remarks : ____________________

____

11. a. What source of information about the advantages and drawbacks of classroom TV had been useful to you up to that time ?

b. Did the experience of any other school or system play any role in your thinking at that time ?

( ) No | ( ) Yes

c. Which school ? ____________________

Which system ? ____________________

d. In what way ? ____________________

____

12. a. What do you think of the Regents' programs that are offered on Channel 11 at the present time ?

b. How could these programs be improved ?

c. Are there any particular subjects that should be emphasized or new programs that you would like to see developed ?

d. Are you satisfied with the length of the 20-minute unit ?

e. What do you think is the appropriate number of weeks for a program series to run ?

13. On the whole, what is your judgment about the usefulness of TV in the classroom -- assuming that some of your suggestions about programs were taken into account?

What are its good points?

What are its bad points?

What does its usefulness depend on?

PROBE IF NOT MENTIONED;
INSERT LETTERS OF
PROBES USED:

Does it depend on:
A. subject matter?
B. kind of pupils?
C. viewing arrangements?
D. way teacher uses it?
E. grade level?

14. Would you say the teachers in this school are able to get maximum usefulness out of the TV programs that are offered?

( ) Yes ( ) No: Why not?

15. How, in your opinion, could TV be made more useful for the classroom?

PROBE IF NOT MENTIONED;
INSERT LETTERS OF
PROBES USED:
HOW ABOUT CHANGES IN:

A. facilities within the school?
B. your school's viewing policy?
C. teacher preparations?

16. a. Would you say your attitude toward classroom TV has changed since your first experience with it?

( ) No ( ) Yes:

b. How come?

17. Would you say the attitude of your teachers toward classroom TV has changed since it was first introduced here?

( ) No ( ) Yes: How?

18a. About how often, would you say, do you talk with any of your teachers about classroom television?

once a week or more	once or twice a month	several times a year	rarely or never
( )	( )	( )	( )

18b. On what occasions?

NOTE: NOT COUNTING TALKS WITH THE CO-ORDINATOR

19a. About how often, would you say, do you talk with other principals or school administrators about classroom television?

once a week or more	once or twice a month	several times a year	rarely or never
( )	( )	( )	( )

19b. On what occasions?

20. Have you ever taken part in courses, seminars, or workshops on audio-visual techniques? ( ) No ( ) Yes

21. a. Have you had a chance to see any Regents' school programs or their teacher training programs at any time during the current school year?

( ) No ( ) Yes:

b. About how many different programs have you looked at this year?________

c. Have you followed any of them over an extended period?

( ) Yes ( ) No

22. Who on your staff has any special duties in connection with TV? FILL IN FOR EACH:

(1) ____________________ ____________________

(Name) (Title in connection with TV)

____

What does he do when not on TV work?

____

What are his chief duties in connection with TV?

(2) ____________________ ____________________

(Name) (Title in connection with TV)

____

What does he do when not on TV work?

____

What are his chief duties in connection with TV?

(3) ____________________ ____________________

(Name) (Title in connection with TV)

____

What does he do when not on TV work?

____

What are his chief duties in connection with TV?

Any other person or committee? FILL IN ABOVE.

23. Where does a teacher go to find out what would be a good program for her class to watch ?

24. If manual is mentioned, ask : Where is it kept ?

24. a. Which of your second grade classes watch TV this term ? WRITE "2" AND CIRCLE BELOW
IF NONE ON SECOND GRADE : b. How about the first grade ? WRITE "1" AND CIRCLE BELOW

c. How many classes do you have on that grade ? BRACKET] AFTER NUMBER BELOW

WRITE "2" or "1" HERE : — -1 -2 -3 -4 -5 -6 -7 -8 -9 -10
Lower grade class numbers

d. Which of your fifth grade classes watch TV this term :
WRITE "5" AND CIRCLE BELOW
IF NONE ON FIFTH GRADE : e. How about the sixth grade ?
WRITE "6" AND CIRCLE BELOW

f. How many classes do you have on that grade ? BRACKET] AFTER NUMBER BELOW

WRITE "5" OR "6" HERE : — -1 -2 -3 -4 -5 -6 -7 -8 -9 -10
Upper grade class numbers

RANDOMLY CHOOSE ONE OF THE UPPER-GRADE AND ONE OF THE LOWER-GRADE WATCHING CLASSES AMONG THOSE CIRCLED ABOVE, AND SAY :

g. In a little while, I would like to talk with the teachers of Class ______ and ______

What are their names : ENTER DETAILS BELOW. IF FIRST CHOICE IS UNAVAILABLE, ENTER A RANDOMLY CHOSEN SUBSTITUTE ON THE SAME GRADE.

Selected watcher
Grade 2 or 1 : ______________ ______________ ______________
(Grade & class) (Name) (Room)
(Remarks, appointment, etc.)

Selected watcher,
Grade 5 or 6 : ______________ ______________ ______________
(Grade & class) (Name) (Room)
(Remarks, appointment, etc.)

h. On even-numbered days :
RANDOMLY CHOOSE ONE OF THE UPPER-GRADE ...
On odd-numbered days :
RANDOMLY CHOOSE ONE OF THE LOWER-GRADE...

... NONWATCHING CLASSES AMONG THOSE WITHOUT A CIRCLE ABOVE, AND SAY :

Could I also talk with the teacher of a class that isn't using TV this term ? What is her name. ENTER DETAILS BELOW ______________________ WRITE IN CLASS CHOSEN

Selected nonwatcher : ______________ ______________________
(Grade & class) (Name) (Room)

____
(Remarks, appointment, etc.)

25. Thank you very much, Mr.____________ Before talking with these teachers I have some questions about your viewing schedule and how it is set up. Who would be the best person to talk to about that -- you, or (persons mentioned in Q. 22-23) ?

( ) Principal IF "PRINCIPAL" SKIP TO Q. 55.	IF "REGULAR CLASSROOM TEACHERS" (i.e.; NOT PERSONS WITH SPECIAL TV DUTIES) SAY: I will want to ask some of your teachers later, but let me just put these questions to you now : AND SKIP TO Q. 55.	( ) Mr. ( ) Mrs. ______________ (Person mentioned in Q.22-23) If A PERSON MENTIONED IN Q. 22-23) All right, I will ask to talk with him her next. Thank you very much for your time. Now ask Q. 41-71 of the person designated.

Note : The numbers 26-40 were skipped in assigning numbers to questions.
Questions 41-54 are not used in this report and are not reproduced here. They concern the TV co-ordinator's background and his evaluation of TV.

55. a. How many TV sets do you now have in the school? ____________________

b. Would you say that is just enough, too many, or that you need more?

just enough	too many	need more
( )	( )	( )

56. a. When did you acquire the sets you now have?

Year	Number of sets acquired that year
19__	______
19__	______
19__	______

b. How many of the sets are in good condition, and how many in poor condition?

in good condition: ____sets in poor condition· ____sets

c. How many floors in your building have classrooms? ______floors

FILL IN THE FOLLOWING FOR EACH SET:	Set #1	Set #2	Set #3	Set #4
(USE FACING PAGE FOR ADDITIONAL SETS.)				
57. On what floors are the sets normally kept?	_____	______	______	______
58. Are the sets moved from classroom to classroom, or what? CHECK ONE FOR EACH SET:				
Set is moved from classroom to classroom	_____	______	______	______
Set is used in a special (audio-visual) room	_____	______	______	______
Set is used in auditorium, lunch room, etc.	_____	______	______	______
Set is used by one class in its own classroom	_____	______	______	______

Other (specify):

59. We are interested in the way viewing programs are set up. First of all, is the decision that a given class will view a given program made from week to week, or is the whole schedule decided at the beginning of the term?

( ) week to week ( ) at beginning of term ( ) other or qualified (specify below)

60. How do you go about reserving sets or assigning them to classes for each program?

61. Let us look as an example at your fifth grade classes. What programs are being watched by your fifth grade classes this term?

____

____

____

IF NONE ON FIFTH GRADE, CHECK HERE AND ASK:

What programs are watched by your sixth grade classes this term? FILL IN ABOVE.

IF NONE ON FIFTH OR SIXTH GRADE, CHECK HERE AND ASK:

What programs are watched by your second grade classes this term? FILL IN ABOVE; IF NONE, CHECK HERE AND ASK FOR FIRST GRADE.

62. Are some classes in that grade not watching any TV programs this term?

( ) all watch

( ) some don't watch

Who decided which classes in that grade would watch TV?

IF NOT MENTIONED:
Did the principal's office A-V or TV coordinator, or other teachers have anything to say about it at all?
(SUBSTITUTE TITLES AS USED IN THIS SCHOOL, cf. Q. 22)

On what basis was it decided which classes in that grade would watch TV and which would not?

62. a. What is the school policy about TV use in fast, slow, and average classes?

63. Who selected these particular programs (cf. Q. 61) for the _____th grade?

IF NOT MENTIONED: Did the principal's office, A-V or TV co-ordinator, or other teachers have anything to say about it at all?

64. Why were these particular programs selected for the various fifth (sixth, second) grade classes?

65. How was information about these programs obtained before they were selected?

66. a. Was the TV manual helpful in making the selection? — I mean the State manual for each course, like this one? SHOW MANUAL.

( ) manual not seen before selection ( ) seen, but not helpful ( ) helpful

b. Does your school have a supply of these manuals? Where are they kept? Do they arrive in time?

67. There are often occasions when it becomes necessary to deviate from the planned viewing schedule.

a. Does the teacher clear such decisions with you or with the office?

b. When our questionnaire was filled out for the week of April 2-6, did it report only what programs were actually watched, in case that deviated from the planned schedule?

( ) reported what was actually watched ( ) reported planned schedule ( ) didn't know?

____
(remarks)

68. a. Are programs watched more regularly early in the term, in the middle, or late in the term — or is it pretty even throughout the year?

( ) even throughout ( ) more regularly: ( ) early ( ) middle ( ) late

b. UNLESS "EVEN THROUGHOUT". Why?

69. Has your scheduling of TV viewing been hindered by conflicts with the bell schedule, programs being offered at the wrong time, or the like?

( ) No ( ) Yes: Please give an example.

70. Have any changes ever been made in the bell schedule in order to facilitate TV viewing?

( ) No ( ) Yes: What changes were made?

71. Thank you very much. Is there anything else you would like to tell me about classroom TV?

Thanks again. Now I would like to talk to the teachers we have selected.

5. INTERVIEW WITH PRINCIPAL
OF SCHOOL NOT USING TV

FACE SHEET DATA

Principal's Name ________________

1. Identification Number ________________ Tel. No. ________________

2. ____
(Name of school) (City or town) (County or borough) (State)

3. ( ) Public ( ) Private, no religious affiliation ( ) Private, with religious affiliation (specify:) ________________

4. Sampled as: ( ) TV user ( ) Nonuser (with TV set) ( ) No TV set

5. Letter sent— Date: ____________________

6. Record of telephone calls:

Date	Telephoned by	Remarks

7. Appointment made for: Date ____________ Hour ____________

8. Traveling instructions:

9. Interviewer's name ______________________________

1. a. The name of this school is ____________________

   b. It belongs to the ____________________ School system.

2. How many elementary schools are there in this system? __________

3. a. What do you think of the Regents' TV programs that were offered on Channel 11 this year?

   b. How could these programs be improved?

   c. Are there any particular subjects that should be emphasized or new programs that you would like to see developed?

4. a. On the whole, what is your judgment about the usefulness of TV in the classroom — assuming that your suggestions about programs were taken into account?

   b. What are its good points?

   c. What are its bad points?

   d. What does its usefulness depend on?

   e. How could TV be made (more) useful for the classroom?

5. Has this school ever owned a TV set? ( ) Yes ( ) No: SKIP TO Q. 13

6. a. How many sets does it own now? ________

   b. When was the first set acquired? 19__

   c. How was it acquired? ____________________

7. Has any class in this school ever used educational TV on a continuing basis ?
( ) Yes ( ) No SKIP TO Q. 13.

8. a. When was the first time this was done ? 19___

b. And when was the last time ? 19___

9. Can you tell me why TV was taken up in this school at one time, and why it was later dropped ?

GET DETAILS.

Is it that different people made their voices heard ?

10. a. Were your teachers in favor of TV when it was first introduced here.

b. How do they feel about it now ?

IF DIFFERENT : c. What changed their minds ?

11. a. Were the system supervisors in favor of TV when it was first introduced in this school ?

b. How do they feel about it now ?

IF DIFFERENT : c. What changed their minds ?

12. a. Were you in favor of TV when it was first introduced here ?

b. How do you feel about it now ?

IF DIFFERENT : c. What changed your mind ?

NOW SKIP TO Q. 19
If TV has been used
here at one time.

USE THIS PAGE IF TV HAS NEVER BEEN USED IN THIS SCHOOL.

13. Have you ever worked in a school where TV was regularly used by at least some classes ?

( ) Yes ( ) No: SKIP TO Q.17.

14. a. When was the last time you worked in a school where TV was used ? 19_____

b. And when was the first time ? 19_____

c. Where was that ?

d. What position did you hold there ?

15. a. Were you in favor of classroom TV at that time ?

b. How do you feel about it now ?

IF DIFFERENT: c. What changed your mind ?

16. Do you have some idea why TV was taken up in that school, but not in your present school ?

GET DETAILS.

Is it because different kinds of people made their voices heard there and here ?

17. How do your present teachers feel about classroom TV ?

18. How do your present system supervisors feel about classroom TV ?

ASK ALL PRINCIPALS (IN NONWATCHING SCHOOLS):

19. What (other) reasons do you see against the use of TV in the schools?

20. Would you favor using educational TV if....(DISADVANTAGES MENTIONED SO FAR WERE REMOVED)....?

ASK THIS QUESTION SEPARATELY FOR ANY REMOVABLE MAJOR DISADVANTAGES MENTIONED IN ANY PREVIOUS QUESTION. RECORD YOUR QUESTIONS AS WELL AS ANSWERS.

21. Are there any circumstances under which you would favor the use of educational TV in the school?

22. Have you ever taken part in courses, seminars, or workshops on audio-visual techniques?

( ) Yes ( ) No

23. Have you had a chance to see any of the Regents' TV programs on Channel 11 this year?

( ) Yes ( ) No

24. When did you first: a. come to this school? 19____

b. become a principal? 19___ c. become a teacher? 19___

Sex: M ( ) F ( )

25. How many floors in your building (with classrooms)? _______ floors

26. How many classes do you have on the second grade? ____On the fifth grade? ____

RANDOMLY CHOOSE A SECOND GRADE CLASS: 2-____AND A FIFTH GRADE CLASS: 5- ______ AND SAY:

Thank you very much. I would like to talk with the teachers of Class 2-______ and of Class 5- _____. Could that be arranged? What are their names?

ENTER BELOW. IF FIRST CHOICE IS UNAVAILABLE, RANDOMLY CHOOSE A SUBSTITUTE ON SAME GRADE.

Class 2- ______________________________
Class Name Room

____
(Remarks, appointment, etc.)

Class 5- ______________________________
Class Name Room

____
(Remarks, appointment,etc.)

INTERVIEW WITH TEACHERS WHO USE TV

1. What grade are you now teaching?______________________________

2. How many pupils are enrolled in your class?__________________________

3. What is the reading grade level of

   your most advanced pupil?______grade

   your least advanced pupil?______grade

   your average pupil? ______grade

4. By what test or other basis are these reading grade levels estimated?

   California ( )   Stanford ( )   Metropolitan ( )   Iowa ( )

   ( ) other:____

5. a. Are the classes on this grade grouped according to ability?
   ( ) Yes   ( ) No

   b. Is your class made up of faster learners than other classes on the same grade level, or of slower learners, or is it about in the middle?

   ( ) faster   ( ) slower   ( ) intermediate   ( ) all about the same
   ( ) don't know

6. Does anyone on the staff of this school have any special duties in connection with TV?
( ) No ( ) Yes: FILL IN FOR EACH.

(1) ______________________ ______________________
(Name) (Title in connection with TV)

____
What does he do when not on TV work?

____
What are his chief duties in connection with TV?

(2) ______________________ ______________________
(Name) (Title in connection with TV)

____
What does he do when not on TV work?

____
What are his chief duties in connection with TV?

(3) ______________________ ______________________
(Name) (Title in connection with TV)

____
What does he do when not on TV work?

____
What are his chief duties in connection with TV?

7. Where does a teacher go to find out what would be a good program for her class to watch?

8. In your opinion, what improvements could be made in the division of labor?

9. What TV programs does your class usually view? SHOW PAGE TO RESPONDENT FOR CHECKING.

( ) Time for Science (M 10:05)
(M 1:25)

( ) Exploring Science (Tu 10:20)
( ) (Tu 11:40)
( ) (Th 10:20)
( ) (Th 11:40)

( ) Understanding Science (W 10:40)
( ) (W 11:40)
( ) (W 10:40)
( ) (F 11:40)

( ) Journey into Math (TT)
( ) Math for Tomorrow (F)

( ) Other:____________________

( ) Music Wherever You Go (M)
( ) New Adventures in Music (Th 10:05)
( ) New Adventures in Music (Th 1:25)

( ) Places in the News (M 10:40)
( ) Places in the News (M 11:40)

( ) Fun at One (daily)
( ) Tell Me a Story (Tu 10:05)
( ) Tell Me a Story (Tu 1:25)

( ) The Wonder of Words (W)
( ) Our World Neighbors (Th)
( ) Spotlight on Art (Tu)

( ) Adelante en Espanol (MWF)
( ) Dimelo en Espanol (TT)
( ) Parlons Francais (WF 10:05)
( ) Parlons Francais (WF 1:25)

If two programs checked, SELECT THE FIRST ONE ON EVEN-NUMBERED DAYS, THE SECOND ONE ON ODD-NUMBERED DAYS. If more than two, USE RANDOM NUMBERS.

10. Have you watched ________________________ regularly since February 1st?
(name of program)

I mean almost every time it is on.

( ) Yes

( ) No

a. About how often have you watched it?
( ) every week ( ) 2-3 times a month ( ) once a month
( ) less than once a month

b. Did you watch it as often earlier in the term as now, or have there been changes?
(a) as often ( ) changes (SPECIFY, WITH REASONS):

11. Will you go on watching it as often for the rest of the term?
( ) Yes ( ) No (SPECIFY, WITH REASONS):

12. There are often occasions when it becomes necessary to deviate from the planned viewing schedule. Did your class actually see the program(s) you just mentioned during the week just passed?

( ) No ( ) Yes

IF PROGRAM MENTIONED APPEARS ONLY ONCE WEEKLY, SKIP TO Q. 13.

a. Did you view the program (both / all 3,4,5) times during the week?

( ) No ( ): SKIP TO Q. 13.

b. Which showings (program and day) did you miss? Why?

13.a.We are interested in the way viewing programs are set up. Who decided that your class should use TV this term?

IF NOT MENTIONED: b. Did the principal's office, A/V or TV co-ordinator, or other teachers have anything to say about it at all?

14.a.Who selected______________________________for your class?
Name of program (Q. 9)

IF NOT MENTIONED: b. Did the principal's office, A/V or TV co-ordinator, or other teachers have anything to say about it at all?

15.a.Why was this particular program selected for your class?

IF BECAUSE OF SCHEDULING: b. What program would you have selected if there had been no scheduling problem?

16. Do you like to use this program in your class?

What do you like about it?

What do you dislike about it?

17. a. Was the manual helpful in deciding on this program? I mean the State manual for the course, such as this one. SHOW MANUAL.

( ) Yes, helpful ( ) Saw it before decision but not helpful ( ) Manual not seen before decision

b. Had you watched the same program last year? ( ) Yes ( ) No

18. a. Are the other classes on this grade level watching this program, too?

() Don't know ( ) Yes, all classes ( ) Only some ( ) None

b. Why was it selected for your class and not for others?

19. Tell me a little about the way in which you use the TV program in your classroom work.

20. Were you able to prepare your class in advance for what it saw during the past week -- or was that not necessary?

PROBE FOR KIND OF PREPARATION.

21. a. Did you know ahead of time what would be shown last week?
( ) Yes ( ) No

b. Did you find the State TV manual for the course helpful?
( ) Yes ( ) No

c. In what way?

d. Why not?

22. Will you have an opportunity to go over with your class what has been seen -- or is that not necessary? PROBE FOR DETAILS.

23.a. During the week just passed, did your class watch any other programs that it does not usually watch?

( ) No.

( ) Yes

b. Which program?

c. How often does your class see this program?

d. How come? Who decided on it and recommended it? Why?

24.a. Altogether, how many periods did your class watch TV last week?
____________ x 20 minutes.

b. For how many of these periods was your class pooled with another class?
____________ x 20 minutes.

25.a. Are there any other Regents programs that your class has viewed one or more times this term?

( ) No

( ) Yes: b. Which ones?

1.________________

2.________________

3.________________

FOR EACH:

c. About how long did you watch it, and how regularly?

d. Why did you drop it?

26.a. Are other classes on your grade level watching any programs that your class is not watching?

( ) No

( ) Yes: b. Which programs?

c. Why is it used in another class and not yours?

27. a. What do you think of the Regents' programs that are offered on Channel 11 at the present time?

b. How could these programs be improved?

c. Are there any particular subjects that should be emphasized or new programs that you would like to see developed?

d. Are you satisfied with the length of the 20-minute unit?

e. Are you satisfied with the number of times a series has to be watched to make a worthwhile unit?

28. On the whole, what is your judgment about the usefulness of TV in the classroom — assuming that some of your suggestions about programs were taken into account?

What are its good points?

What are its bad points?

What does its usefulness depend on?

PROBE IF NOT MENTIONED;
INSERT LETTERS OF
PROBES USED:

Does it depend on:

A. subject matter?
B. kind of pupils?
C. viewing arrangements?
D. way teacher uses it?
E. grade level?

29. Strictly from the teacher's point of view, what would you say are some of the things that make it pleasant to work with TV?

What are some of the things that make it unpleasant?

30. Would you say the teachers in this school are able to get maximum usefulness out of the TV programs that are offered?

( ) Yes   ( ) No   Why not?

31. How, in your opinion, could TV be made more useful for the classroom?

PROBE IF NOT MENTIONED:
INSERT LETTERS OF
PROBES USED.
How about changes in:

a. facilities within the school?
b. your school's viewing policy?
c. teacher preparations?

FOR NONWATCHERS, SKIP TO Q. 34

32. a. Would you say your attitude toward classroom TV has changed since you began using it?

( ) No   ( ) Yes: b. How come?

33. a. When did you use television on a regular basis for the first time?

this term ( )
last term ( )

in 1960/61 ( )   in 1959/60 ( )   earlier ( )

b. What program(s) did you try during that first year? ____________________

What grade were you teaching then?____________.
How did it work out?

ASK c AND d AS NEEDED TO COVER THROUGH LAST YEAR

c. What program(s) did you try during the following year? ____________________

What grade were you teaching then?____________
How did it work out this time?

33.

d. What program(s) did you try the third year?

____

What grade were you teaching then?

____

How did it work out this time?

34. A couple of questions about yourself:

a. When did you start teaching? 19__ Sex: ( ) M ( ) F

b. Have there been any major interruptions?

( ) No ( ) Yes When? From 19___ to 19___

35. Do you read any professional magazines regularly? ( ) No ( ) Yes:

List them.

( ) The Instructor ( ) NEA Journal
( ) The Grade Teacher ( ) NEA Newsletter or Bulletin

Others (WRITE IN)________________________(What is that?)_____________

36. Have you ever been an officer or local representative of a teachers' organization? ( ) Yes ( ) No

37. a. What is the highest degree you hold?____________________

b. Do you have any credits beyond that? ( ) No ( ) Yes: How many?__________

c. What year were you born?______________________

38. Have you ever taken part in courses, seminars, or workshops on audio-visual techniques? ( ) No ( ) Yes

39. About how often do you talk with other teachers about the use of TV in the classroom?

( ) once a week or more ( ) once or twice a month ( ) several times a year ( ) rarely or never

On what occasions?

40. About how often do you talk with the principal, A-V co-ordinator, or other administrative people about the use of TV in the classroom?

( ) once a week or more ( ) once or twice a month ( ) several times a year ( ) rarely or never

On what occasions?

41. a. During this academic year, have you watched any televised teacher-training programs, or have you watched any educational TV outside of your own classroom use?

( ) No

( ) Yes: b. Are there any programs that you have watched regularly this year?

( ) No ( ) Yes:

Which one(s)?

ASK FOR EACH:

c. Has this been useful to you? Why? (Why not?)

42. Outside of these educational programs, about how many hours a week would you say you watch TV at home?

____________________per week

43. Is there anything else you would like to tell me about classroom TV?

Thank you very much.

INTERVIEW FOR TEACHERS WHO DO NOT USE TV
IN SCHOOLS WHERE OTHERS DO USE TV

1. What grade are you now teaching?______________________

2. How many pupils are enrolled in your class?____________

3. What is the reading grade level of

your most advanced pupil?_____grade

your least advanced pupil?____grade

your average pupil? ____grade

4. By what test or other basis are these reading grade levels estimated?

( ) California ( ) Stanford ( ) Metropolitan ( ) Iowa

( ) Other:____________________________

5. a. Are the classes on this grade grouped according to ability?
( ) Yes ( ) No

b. Is your class made up of faster learners than the other classes on the same grade level, or of slower learners, or is it about in the middle?

( ) faster ()) slower ( ) intermediate ( ) all about the same

( ) don't know

6. a. Have you ever used educational TV programs in the classroom?

( ) No ( ) Yes

b. When was the last time?

c. Was that a program your class watched regularly?

( ) Yes ( ) No

d. Have you ever had a class watching an educational TV program regularly?
( ) Yes ( ) No SKIP TO Q. 8

e. When was the last time?______

IF NEVER USED TV REGULARLY, SKIP TO Q. 8

6. f. What was the name of the last program you had a class watch regularly? CHECK BELOW

( ) Time for Science
( ) Exploring Science
( ) Understanding Science

( ) Adelante en Espanol
( ) Dimelo en Espanol
( ) Parlons Francais

( ) Journey Into Math
( ) Math for Tomorrow

( ) Other (Specify)

( ) Music Wherever You Go
( ) New Adventures in Music

( ) Places in the News

( ) Fun at One
( ) Tell Me a Story

( ) The Wonder of Words

( ) Our World Neighbors

( ) Spotlight on Art

____

g. What grade were you teaching then?

h. In what school was that?

( ) here ( ) elsewhere (specify)__________

i. How did it work out?

PROBE FOR DETAILS.
What made it a good (bad) experience?
What were its bad (good) aspects?

IF HAS USED TV REGULARLY:

7. Why have you not used TV since then?

PROBE FOR DETAILS.

IF NEVER USED TV REGULARLY:

8. Why have you not used TV (regularly) in the classroom?

9. Are there any circumstances under which you think you would like to use TV in the classroom (again)?

( ) No ( ) Yes: What are they?

10. Who decided that your class should not use TV this term?

IF NOT MENTIONED:
Did the principal's office, A/V or TV co-ordinator, or other teachers have anything to say about it at all?

11. Some class(es) on your grade level are watching TV this term. Why are they watching, while your class is not?

12. Have you used motion picture films for your class this term?
( ) No ( ) Yes: About how often per month, on the average?

______________times a month.

13. Have you used slides or film strips for your class this term?
( ) No ( ) Yes: About how often per month, on the average?

______________times a month.

After this point, non-TV users in TV-using schools were asked Q. 27-43 of the interview with teachers who use TV, reproduced on earlier pages.

E. INTERVIEWS WITH TEACHERS IN SCHOOLS WHERE NO ONE USES TV

1. What grade are you now teaching? ______

2. How many pupils are enrolled in your class? ______

3. a. What do you think of the Regents programs that are offered on Channel 11 at the present time? ______

   b. How could these programs be improved? ______

   c. Are there any particular subjects that should be emphasized or new programs that you would like to see developed? ______

4. On the whole, what is your judgment about the usefulness of TV in the classroom -- assuming that your suggestions about programs were taken into account? ______

   What are its good points? ______

   What are its bad points? ______

   What does its usefulness depend on? ______

   How could it be made (more) useful for the classroom? ______

5. Strictly from the teacher's point of view, what do you think would be some of the things that make it pleasant to work with TV? ______

   What are some of the things that would make it unpleasant? ______

6. a. If it were up to you, would you have liked to use TV in your class this year?

IF UNQUALIFIED "YES," SKIP TO Q.8.

b. Why not? What are your reasons against it?

7. a. Would you want to use educational TV if . . . (ANY DISADVANTAGES MENTIONED SO FAR) were removed?

IF NO: b. Under what conditions would you want to use educational TV?

8. a. Have you ever used educational TV programs in the classroom?

( ) No

( ) Yes

b. When was the last time?

c. Was that a program your class watched regularly?

( ) Yes ( ) No

d. Have you ever had a class watching an educational TV program regularly?

( ) Yes ( ) No: SKIP TO Q. 9.

e. When was the last time?__________

f. What was the subject of the last program you had a class watch regularly?

g. What grade were you teaching then?

h. In what school was that?

( ) here ( ) elsewhere (specify)__________

i. How did it work out?

PROBE FOR DETAILS.
What made it a good (bad) experience?
What were its bad (good) aspects?

9. Have you used motion picture films for your class this term?
( ) No ( ) Yes: About how often? ____________ times a month

10. Have you used slides or filmstrips for your class this term?
( ) No ( ) Yes: About how often? ____________ times a month

11. A couple of questions about yourself:
a. When did you start teaching? 19______ Sex: ( ) M ( ) F

b. Have there been any major interruptions?
( ) No ( ) Yes: When? From 19____ to 19______

12. Do you read any professional magazines regularly? ( ) No ( ) Yes: LIST THEM.

( ) The Instructor ( ) NEA Journal
( ) The Grade Teacher ( ) NEA Newsletter or Bulletin
Others
Others (WRITE IN) ________________ (What is that?) ______________

13. Have you ever been an officer or local representative of a teachers' organization? ( ) Yes ( ) No

14. a. What is the highest degree you hold? __________________________

b. Do you have any credits beyond that? ( ) No ( ) Yes: How many? _______

c. What year were you born? ______________________

15. Have you ever taken part in courses, seminars, or workshops on audio-visual techniques? ( ) No ( ) Yes

Have you had a chance to see any of the Regents TV programs on channel 11 this year? ( ) Yes ( ) No

16. Outside of educational programs, about how many hours a week would you say you watch TV at home?
___________ per week

17. Is there anything else you would like to tell me about classroom TV?

Thank you very much.

PART III

THE ADULT AUDIENCE OF THE NEW YORK STATE REGENTS TELEVISION PROGRAMS

by

Sydney S. Spivack

Introduction to Part III

The Bureau of Applied Social Research was asked by the Board of Regents of the State of New York to examine the adult audience for educational television programs specifically planned for classroom work in primary and secondary schools, and the conditions of utilization by such viewers. The adult audience as well as the classroom students were in New York, New Jersey and Connecticut within the usable viewing range of television station WPIX in New York City. Field work was carried out in April and May of 1962.

The Regents' Broadcasts. The Board of Regents of the State of New York had leased segments of time from WPIX, a commercial station owned and operated by the publishers of the New York Daily News, starting four school sessions earlier within the 1958-59 school year. The programs started at 9:30 a.m. and ended at 3:30 p.m., though in the fourth and final year of the arrangement the hour from noon to 1 p.m. went back to commercial programing by WPIX.

The broadcast time leased was used 5 days a week during the school year, early September to late June, broadcasts being suspended when the New York public schools were not in session, as during the Christmas and spring vacations and such legal holidays, and when other interruptions (e.g., a teachers' strike) had caused the public schools to suspend teaching sessions.

The programs were prepared largely by personnel from the educational system of the City of New York under the supervision of the Commissioner of Education of the State of New York. Financing of the programs was assumed by the Board of Regents of the State of New York.

Each televised program segment was designed especially to amplify and illuminate parallel segments of the same subject areas covered in the usual face-to-face teacher-pupil relationships in the classrooms of the schools. Thus, for the most part, each program was prepared and directed by pedagogues for a specific clientele in a particular kind of classroom in relation to a special segment of subject matter with a stated place in the educational curriculum of each school system that used these programs. The school systems were in agreement on a stated array of objectives for different subject areas and different levels of advancement. The televised programs were designed to implement the accomplishment of those specific educational objectives.

The extent to which the path to these goals was made easier within the co-operating school systems, the way in which televised teaching was employed and utilized within the schools is the subject of parts I and II of the present volume.

Instead, we undertook two rather different approaches to studying the adult listeners to programs designed for the classroom. The American Research Bureau is a well-known rating service using the method of diary-keeping; participating families keep diaries of all programs which any member watches on television for a period of one month. Of the 1,400 families covered in the month of January, 135 reported that they had tuned to WPIX during the Regents' broadcast at some time during the month. This would indicate a cumulative audience of just under 10 percent of the families in the metropolitan area during a 1-month period. The proportion watching any particular program of course is tiny. Most of home watching was contributed by children. However, 46 adults were listed as having watched at some time: About 4 percent of the families thus had an adult viewer.

A larger sample of presumably highly committed viewers was obtained in two ways. The management of the Regents' broadcasts had separated letters that came from adult home viewers over a period of several years. To these letter writers, a letter was sent asking if they would be willing to be interviewed on "the present and possible future uses of educational television." The responses to this request gave us 85 usable names. In addition, a broadcast announcement was made five times a day for a 2-week period in late April and early May of 1962, inviting interested adult listeners to submit their names and addresses by letter to the station so that they could be interviewed about their attitudes toward the programs. These announcements produced 137 more usable names, making a total of 222 "letter-writing" volunteers.

Data Collection. From the 268 valid names and addresses (46 from the ARB list and 222 from letters written to the Regents' broadcasts), a master list was drawn up with appropriate telephone numbers. Another five telephone numbers repeatedly gave no answer. To these persons, a letter was sent as follows:

> May 15, 1962
>
> Dear :
>
> The Bureau has been engaged in interviewing members of the adult audience of the Regents' educational programs on Channel 11. Your name is among those whom we would like to interview, but we have been unable to reach you by telephone.
>
> If you are willing to be interviewed, we would appreciate it if you could telephone UN 5-4000, extenstion 2215, for that purpose.
>
> Many thanks for your co-operation.
>
> Yours sincerely,

In response to this letter, 11 people telephoned and arranged to be interviewed, with the result thwt the net loss was reduced to 13. That half of the "unreachables" should have taken the trouble to answer the follow-up letter is testimony of their strong interest in the Regents' broadcasts.

Interviews were conducted by telephone. The average interview lasted from 15 to 20 minutes. Rapport was excellent. Most interviews were carried out in the daytime, but approximately 20 respondents were successfully contacted in the evening, some as late as 10 p.m.

The Character of the Adult Audience

The adult names drawn from the ARB list provide a very small, approximately random, sample of adult viewers. The bulk of our interviews, however, were with people who volunteered to be examined by writing in response to our request, or who had expressed a high interest in the programs by engaging in previous correspondence with the Regents project. This is obviously a more committed and enthusiastic group, and this should be kept in mind whenever conclusions are drawn from the respondents as a whole.

It is possible, however, to compare the "volunteers" with the ARB sample and thus get an idea of the nature of the selectivity in the volunteer group. We can also compare both of these groups of respondents with the general population of the listening area. The 1960 U.S. Census provides data on the social and economic characteristics of the population of the "urbanized area" of New York and northeastern New Jersey, which approximates the listening area. The differences between our sample and the total population are dramatic.

First of all, 95 percent of the home viewers of Regents programs are women. This is obviously the result of the hours at which the programs are on; but, as we shall see, it also reflects the particular concern that women have with children. The ARB list also has a large percentage of women.

The ARB group are better educated than the total population of the region, though not so well educated as the letter writers. Median education is 10.6 years for the total population (mid-high school) compared with 12 years (high school graduates) for the ARB sample and 16 years (college graduate) for the letter writers. The home viewers are considerably younger than the Census population and much more likely to have young children. three-fifths of those in the ARB sample have children under six, and close to half of the letter writers do, compared with a quarter of the families in the general population.

Half the breadwinners among the random sample are business or professional people, as compared with almost two-thirds of the letter writers. Interestingly, one fifth of the random sample and three-eights of the letter writers had some connection with teaching.

TABLE I

THE ADULT SAMPLES COMPARED WITH CENSUS DATA

	Urbanized Area [1]	ARB	Letter Writers
For persons over 25 years of age, median school years completed	10.6 years	12 years	16 years
Percentage with own children under 6 years of age	26.8	60.5	46.2
Percentage in white-collar occupations (professional, managerial, clerical, and sales)	48.7	57.9	74.0
Families' median income	$6,675	$6,000-8,000	$8,000-10,000
Families: Percentage with income under $3,000	12.5	5.3 [2]	4.9 [2]
Families: Percentage with income over $10,000	22.7	26.3	39.6

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[1] This "urbanized area" consists of the five boroughs of New York City, parts of Westchester. Nassau, Suffolk, Putnam and Rockland Counties in New York. In New Jersey, it covers Hudson and Union Counties and parts of Bergen, Essex, Middlesex, Morris, Passaic, and Somerset Counties.

[2] Under $4,000.

As to income, the median income of the ARB sample, $6,000 to $8,000, is just about the same as the Census figure but less than the median income - $8,000 to $10,000 - of the letter writers. About a quarter of the ARB families have incomes over $10,000, scarcely more than the families in the Census, as compared with two-fifths of the letter-writer families.

The viewing behavior of the two sample groups differed. Three-quarters of the letter writers were regular watchers of the Regents' broadcasts as compared with more than half of the ARB list. As to program most enjoyed, two-thirds of the ARB list cited **Fun at One** as compared with one-third among the letter writers. In keeping with their lesser orientation to the Regents' broadcasts as a mother's helper in taking care of the children, more than half of the letter writers watch the broadcasts "for what I get out of them" rather than "to keep abreast of what the children are getting." Of the ARB list, a fifth are mainly concerned with their own intellectual advancement although considerably more report both objectives.

The letter writers have had a longer acquaintance with the Regents' broadcasts than have the random sample. Three-eights of the letter writers have been listening for 3 years or more, a proportion twice as high as that found among the random sample. Thus it is not surprising that the letter writers were better acquainted with the programs of the Regents' broadcasts; the average number of program titles mentioned by the letter writers was 2.66 as against 2.09 for the random sample.

The ARB list are younger; three-quarters of them are under 40 as compared with just over half of the letter writers. In keeping with this, they tend to have more preschool children and more children attending school. Being younger, they tend to earn smaller incomes; more than half of them earn less than $8,000 annually as compared with just under a third of the letter writers.

Use of Mass Media. The random sample of home viewers of Regents' programs makes much more use of the mass media for entertainment than the letter writers do -- three-fifths of the ARB group spend more than 3 hours per average weekday evening watching television as compared with one-sixth of the letter writers.

Two-fifths of the ARB sample generally watch detectives, thrillers and westerns as compared with half that proportion among the letter writers. A quarter of the first group watch medical dramas as against a twentieth of the second group. Conversely, two-fifths of the letter writers mention documentaries (e.g.; **CBS Reports, NBC White Papers,** etc.) as compared with a quarter of the respondents in the random sample. There is a similar weight toward serious music (WQXR, WNYC, WBAI, etc.) on the part of the letter writers.

As to the programs most favored from among those offered on the Regents' broadcasts, **Fun at One or Tell Me a Story** have twice as many adherents among the random sample as compared with the letter writers. Two-thirds of the former are primarily interested in preschool programs as against one-third of the latter.

To summarize the differences between the relatively small ARB sample and the sample of letter writers, the ARB people are younger, less well-educated, earn less money, have more children, spend more time watching evening TV programs with less intellectual content than the letter writing group. They tend to use educational television as a labor saving device for helping to handle their children to a far greater extent than the letter writers.

The random sample are more home-bound, since they have more young children, than the letter writers. A half go out visiting with friends or relatives hardly at all, as against a quarter of the letter writers.

What Regents' Broadcasts Do They Watch? We have seen earlier that the ARB random sample was primarily oriented (two-thirds of the sample) to programs for preschool children, while the interests of the letter writers were more widely distributed over preschool programs (a third), foreign languages (a third), and other themes. When we accumulate the first, second, and third mentions, we find that languages take up about a third, with math - science, preschool, and other programs taking up about a fifth each.

What Would They Like? Three-quarters of the letter writers had ideas as to what kinds of programs not on the Regents' broadcasts now they would like to see, as compared with half the random sample. The emphasis from the letter writers was "more languages on an adult level." The next largest group (about a quarter of each sample) saw a need for more programs in the area of art, music, literary appreciation, and criticism.

One would expect that the letter writers would think highly of the Regents' broadcasts; otherwise, they would have been less likely to have offered to be interviewed. In response to the question: "Do you feel that the content of these programs for instructing children ... is of high, medium, or low value," three-quarters of the letter writers said "High." But it is notable that four-fifths of the random sample also said "High," which suggests that volunteer bias is not responsible for the favorable opinion of the letter writers.

Yearning for More Education. Question 18a, "Have you ever regretted not having more schooling?" the respondents are invited to look over their own shoulders and to give some sense of what they would do if they had their lives to live over again.

When comparing the letter writers with the ARB sample, we come up with a finding that is even in more dramatic contrast to what one would have considered normal expectations. Less than half the letter writers have regrets as compared with two-thirds of the ARB sample; we must expect these more committed people to have more such regrets.

This does not appear to be due to the fact that the ARB sample has less actual education and hence more to regret. We have no ready explanation of this anomaly, which to be sure is based on a small number of cases.

When we run down educational level as compared with that of spouse against "regret," we find that persons with roughly the same educational achievements as their spouses are as likely to be contented with the level of education they have reached as not, regardless of what that level might be. But wives who have less education than their husbands tend to wish they had more, and, conversely, wives with more education than their mates are less likely to want more education than they already have.

"Fun at One" as Cutting Point. We have discussed the samples methodologically in terms of the way in which they were made available to us for questioning. There is a second critical dimension for analysis that appears to be promising. This is to make a division between those whose first response to "their favorite Regents' program" is either **Fun at One** or **Tell Me a Story** -- both designed for a preschool audience -- or some other Regents' broadcast program which can be watched for purposes of self-improvement.

When we divide the respondents in our total sample in terms of their tropism to programs designed for preschool or first-grade children or a preference for programs geared to the acquisition of certain skills or segments of knowledge, we get different readings. In the comparisons which follow, it should be noted that we have combined the small random sample obtained from the ARB with the much larger volunteer sample of letter writers -- hence these findings apply mainly within the more highly committed group.

A substantial part of the adult audience for the Regents' broadcasts is made up of persons associated with teaching. The proportion is about equal among the **Fun at One** users and the "self-improvers."

That the **Fun at One** fans are family-oriented, while the self-improvers are learning-oriented, is shown by the fact that three quarters of the first group have two or more children as compared with one-third of the second. Two-fifths of the households of the self-improvers have no children at home as against 2 percent of those watching **Fun at One**. Three-fifths of the Fun at One sample watch educational television with their children as compared with a tenth of the self-improvers.

Nine-tenths of the **Fun at One** enthusiasts are under 41, as against 37 percent for the other. There is only one **Fun at One** person over 50, but more than a third of the self-improvers are that old.

The **Fun At One** families have more education than the self-improvers; almost a half of the former have master's degrees or better, as against a quarter of the

TABLE 2

Percentage Regretting Not Having More Education

(Numbers in parentheses are numbers of cases)

	Letter Writers	ARB
No college	66 (54)	58 (49)
College	40 (129)	74 (19)
Total Sample	48 (184)	66 (38)

TABLE 3

Regret Over Own Educational Achievement in Relation to Education of Spouse

(Numbers in parentheses are numbers of cases)

Own education achievement relative to that of spouse	Proportion regretting not having had more education
Lower than spouse	57% (111)
Same as spouse	51% (65)
Higher than spouse	36% (35)

latter group. Half the heads of households among the first group are engaged in some professional task -- law, teaching, engineering medicine, etc. -- as compared with a third in the second group. This difference in educational status may exist because the **Fun at One** group are younger and of a generation having easier access to formal education or professional training than members of the older generations. It may also reflect the sampling bias involved in the obtaining of volunteers to be interviewed; it will be remembered that the less-educated random sample contained a much higher proportion of **Fun at One** watchers than the generally more-educated volunteer sample. Perhaps less-educated **Fun at One** viewers are especially unlikely to volunteer, in contrast to less educated self-improvers.

Broadcasts as Tools for Self-Improvement. The relative postures of the two groups toward the Regents' broadcasts tend to be a reflection not only of the current stage of family development within the two groups, but also of the perceived instrumental value of the materials broadcast. Thus a quarter of the **Fun at One** fans watch the educational broadcasts "for what I get out of them," as compared with two-thirds of the self-improvers.

The relatively house-bound character of the **Fun at One** viewers is shown by the fact that 85 percent of them watch the Regents' broadcasts as much as four or five times a week as against just half of the other group. One-sixth of the child-oriented group watches the educational broadcasts alone (the rest with others), as compared with two-thirds of the older self-improvers group.

In response to the question: "Did any of the Regents' broadcasts encourage you to study further on your own?" a quarter of the **Fun at One** group said yes, as against three-fifths of the other. A tenth of the first group got books on the subject as compared with a third of the other group.

About three-quarters of both groups had ideas of educational program developments that they would like to see on the Regents' broadcasts, but, though both groups are equally interested in more adult programs on art or music or literature, the **Fun at One** group wanted more programs for the preschool child, and the self-improvers wanted more language programs for adults.

The Audience as Constructive Critic. Given the fact that 19 out of 20 persons interviewed were women, two-thirds of them under 40, virtually all of them married, more than four-fifths of them housewives who do not go out to work, the model image we have of our audience is that of a woman tied down by housework, at home with preschool children or by herself. The sample breaks down further into two segments of roughly equal size: Those who use educational television as a kind of pacifier or auxiliary baby sitter, as against others who use it as a ladder to gain a height from which they may see more of the world.

This suggests the possibility that what many of these respondents see on the Regents' programs is conditioned by the circumstances under which they watch.

The incidence of side comments to the effect that when the husband was home the whole family tended to watch the shows he wanted to see, and the indications of what was seen when he was present, were enough to make one aware of the dangers of assuming a one-to-one relationship between what the housewife wanted to see during the day, when the preschool children were present, and what she might be willing to watch with the older children when they come home, or with her husband after the young had gone to bed.

Conclusion

We have described the characteristics and attributes of the bystander adult audience for television programs designed specifically for children in an organized school system. The data were collected for a period when the school programs were broadcast only for specified school-time hours. It was not until the autumn of 1962 that adult "educational-cultural" programs were regularly aired during night-time hours. One might now expect a "halo-effect." which could lead adult listeners to night-time "educational-cultural" broadcasts to explore the daytime school programs and find material of interest to them. But, at the time these data were collected, the possibilities of this effect did not exist.

The results of this study suggest that there is a body of adult home viewers of
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classroom television, although it is only a small proportion of the total population, and it selects only a small part of the total offerings to follow. Part of this home audience is "child-oriented" and uses the programs to amuse preschool children and to help keep up with what is going on in the schools; another part uses the programs for self-improvement and tends to follow up by obtaining materials for self-education.

What can educational-cultural television do to help this "bonus" audience get more out of what it watches? Perhaps the results of this small survey will suggest to those who present the classroom programs ways of helping their small but faithful home audience.